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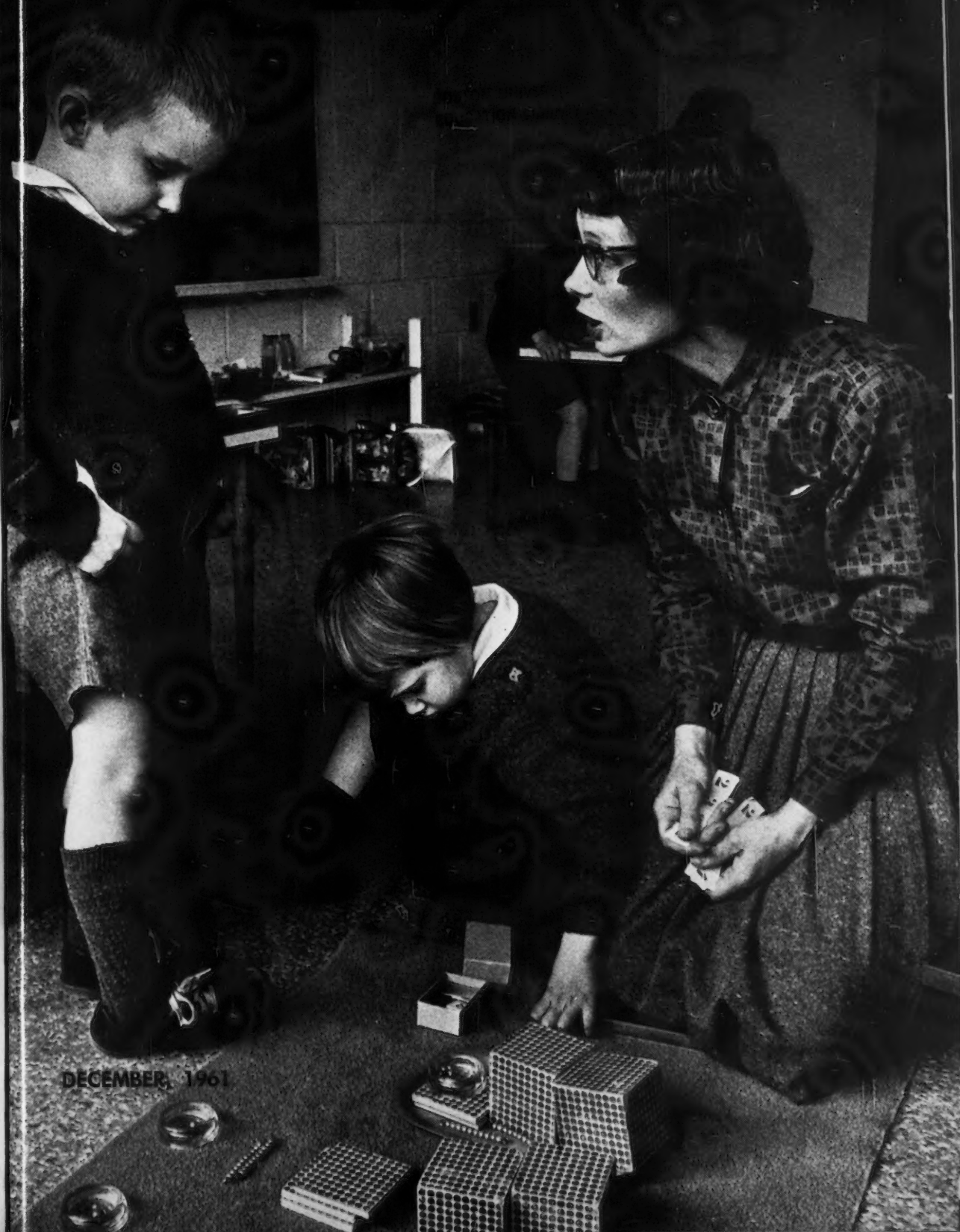
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# Catholic School Journal



DECEMBER, 1961

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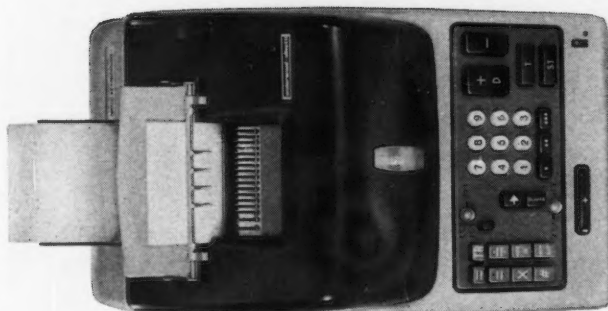
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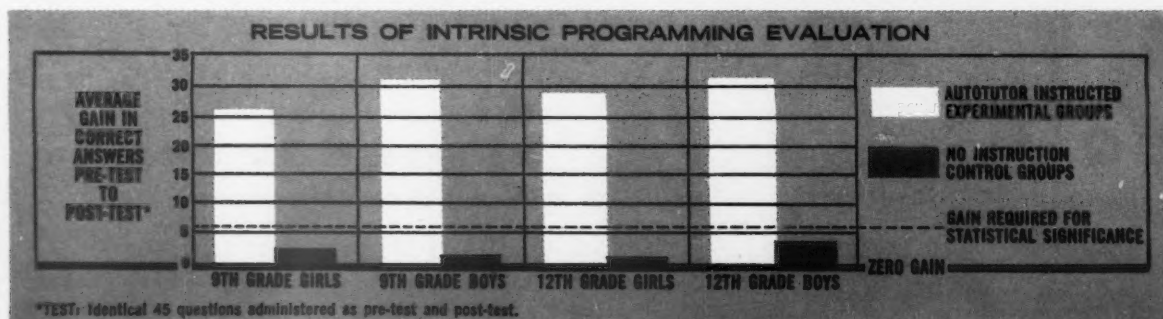
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DECEMBER, 1961

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WILLIAM H. CONLEY, Ph.D.  
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## Home-School Co-operation

WHENEVER parents meet — at a parish activity, at social events, or even in a supermarket — the conversation is almost certain to turn to the education of their children. They are interested in what goes on in school, what is expected of them, and how they can participate in the educational process. Most of them recognize and are willing to accept their responsibilities in the education of their children in accordance with nature and with the Catholic philosophy of education.

Parents sometimes wonder if teachers in the elementary and secondary schools are aware of their concern and of their willingness to accept their responsibility. They are frequently frustrated because of inability to get information and assistance. Some of the more aggressive become a problem to teachers and principals. A few become caustic critics of the school. Many become reconciled to a separation of home and school with unfortunate results for the child. And there are those fortunate ones whose children are in schools where teacher-parent co-operation is an operating reality rather than just an ideal.

Education is a continuous process, although the child is in the school not more than a thousand hours a year. During the remainder of the time he is the subject of other educational forces — the mass media, the society of which he is a part, and recreational activities. It is only the home which can co-ordinate the forces of education. It is the continuing educator.

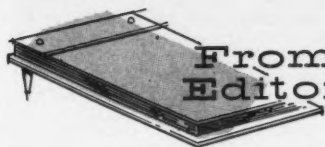
Co-operation between home and school is essential to the proper development of the child. Co-operation begins with communication. Unfortunately two-way communication is infrequent save for serious problem cases. And communication from the school to parents, except for reports of achievement, is likely to be sporadic, informal, and noninstructional. The problem of communication is not easy to solve but it is deserving of serious attention and experimentation.

The programs of home and school organizations can be helpful. Unfortunately they are sometimes not carefully planned with the result that parent education is neglected. They should provide for the group guidance of parents and be conducted by teachers. They should give an opportunity for questions and answers by both parents and teachers.

The parent-teacher conferences held in many schools at report card time are theoretically for the purpose of two-way communication. But at best they are limited to superficial diagnosis of the problems of an individual child confirming what a parent already knows. They are a step, however, in the right direction and should be extended and improved.

A third possible medium of communication is the regular school bulletin sent to the home. It may include material prepared by the administration dealing with school in general and a section for each grade or room prepared by the teacher. Some of the material can be standard and repeated year after year, e.g., the goals of the school. Other material should be adapted to the current period and some should be specific for a given situation. The latter should include what is expected of the parents of children of a given age in the several subjects taught by a particular teacher in matters of home work and parent assistance. Teacher methods and procedures vary and these must be communicated to parents. Again, suggestions can be given for enrichment of learning at different levels through encouragement of reading in addition to the assigned work, of listening to specific radio programs, and of viewing television showings which are related to school or which are designed to stimulate new interests.

Recognition by the school that education is a joint responsibility of teachers and parents and that the development of genuine communication between the two is essential, will result in mutual understanding and more effective education. — *W. H. C.*



## From the Editor's Notebook

### ACCELERATED CHANGE

Frequent criticisms that American education is slow to change must give way before the evidence collected in a recent nationwide sampling of reports from principals made by Dr. William L. Alexander of George Peabody College. More than 29 per cent of the principals stated that there had been "much change" in the schools in the past five years. The most important changes have been made, according to the survey, on the study of subjects. More than half of the principals indicated that "some change" had taken place.

Another significant change has been observed in the noticeable increase in the amount of work expected from pupils at the elementary school level and at the high school level than was the case five years ago.

The demands for reform in education which began a few years ago and which were intensified by the alarm expressed over Russian progress in science appear to be having a pronounced effect. The national efforts to make school a more serious business should be applauded and encouraged.

### N.D.E.A. BORROWING

A survey recently conducted by the U. S. Office of Education indicated that about 60 per cent of college students who have borrowed money under the National Defense Education Act plan to teach after graduation. This means that approximately \$75,000,000 have been loaned to prospective teachers and a total of slightly more than \$130,000,000 have been loaned to all students.

It is likely that most of these students are planning to teach in the public school systems, since under the present act only those who engage in public school teaching are eligible for remission of up to half of their loan. While the probable increase in teachers, which results from the partial scholarship plan in the bill, is desirable and in the national interest, the amount of money involved and the number of students taking advantage of the loans point up the magnitude of the injustice to stu-

dents who might be interested in teaching in nonpublically supported schools. There appeared to be only minor opposition in Congress to the removal of the discriminatory features of the N.D.E.A. during the debates on the revision of the bill at the past session of Congress. The amendments were lost when the total educational bills were shelved. Renewed efforts must be made with the next Congress to gain a recognition of the rights of students under N.D.E.A. who plan to teach in privately financed schools.

### OPINION ON CLASS SIZE

There are few questions in American education on which there is stronger opinion and less factual evidence than class size. The current teacher opinion poll conducted by the N.E.A. indicates that the majority of public school teachers in the elementary schools of the country feel that classes of 20 to 24 are of optimum size. About a fourth of the teachers think that the ideal size is 25 to 29 pupils while a fifth feel that the best class size is "less than 20."

It is obvious, of course, that the opinion of teachers and existing class size do not coincide. It is also obvious that with the mounting school population and the potential supply the teachers' ideal cannot become a reality even if it could be demonstrated to be ideal.

Reflection leads to the conclusion that class size is a function of many variables. Widespread dissemination of teacher opinion on questionable ideals which cannot be attained is unfortunate. On the other hand, it may stimulate research on the factors which affect learning and experimentation with various learning conditions.

### N.S.F. EXTENDS HORIZONS

The National Science Foundation is looking to new horizons. It is currently supporting a center for human learning on the Berkley campus of the University of California. Until recently, the N.S.F. limited its grants to the support of research in the field of the natural sciences. Last year it announced that it would begin to make grants in

the fields of the social sciences when worthwhile and truly scientific projects were proposed.

Teachers and administrators will welcome the support of high level research on the nature of learning as a beginning of extended activity. Scholars from the fields of education and psychology are among those working in the new center.

Reports from the center will be awaited with considerable interest. The findings in themselves, however, will mean little for the improvement of teaching unless administrators and teachers interpret the findings for classroom use. Technical information which will be reported must be translated into meaningful materials for elementary and secondary school teachers. In such form, it can be the basis for effective in-service teacher programs.

### FUNDS FOR SCIENCE EQUIPMENT

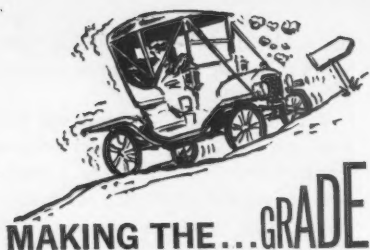
The smaller colleges, especially, will benefit from a program of the National Science Foundation to provide funds on a selective and matching basis for the purchase of science equipment to be used at the undergraduate level of collegiate instruction. Each college president has received a letter from N.S.F. indicating the maximum number of proposals which will be reviewed. He may select units from his own school and submit them for support. Proposals may be made which do not exceed \$25,000 for each school. The request for federal funds for this equipment must be matched by an equal sum which will be provided by the college from nonfederal funds.

### MOUNTING SCHOOL POPULATION

The research division of the National Education Association estimates from unofficial projections of the population that "In 1970 we shall have 16,000,000 more children and youths . . . than in 1960." The impact of this increase on all levels and all types of education will be staggering.

The problem of taking care of our share of the increasing population points up once again the necessity for long-range co-operative planning by Catholic schools. Local and regional planning will be necessary at the operational level but only nationwide planning can result in the full utilization of our resources





# MAKING THE...GRADE

"RATS ARE EVERYWHERE. Just recently, as I turned around at Mass to preach, a rat fell from the thatched roof of the hut right on top of me and then scurried away. Another time there was one on the altar while I was saying Mass. Another time one jumped on top of me while I was sleeping."

The priest who tells these horrendous experiences is Father Hyacinth Putz, O.P., who wrote "Home Is a Distant Land" for readers of *YOUNG CATHOLIC MESSENGER* (Special Report on the Church's World Mission, September 29, 1961). He included the incident in his original manuscript, but we felt it was too harrowing for young readers.

Stories and story ideas come in all sorts of ways to the *MESSENGER* staff. In this case, one of our editors, Tom Lennon, roomed with Father Putz in his college years. When we wanted a first-hand account of a missionary's life, Tom naturally thought of Father Putz.

Putting together special reports requires months of planning, dozens of letters, and often personal visits to get the story. For instance, Jim Feely traveled to Los Angeles and spent a few days with the Lay Mission Helpers before writing that feature. . . . Jack Heher attended the National Catholic Interracial Council convention in Detroit and talked with the experts there for three days in preparation for the special report on the Negro in America.

Sometimes traveling works the other way. Father James Hurley dropped into town recently to talk over a special supplement he's writing for a forthcoming issue of *YOUNG CATHOLIC MESSENGER*. It doesn't have a title yet, but it will be a series of short meditations to help your students prepare for Mass. You'll remember Father Hurley as the author of the dramatic YCM supplement on the Stations of the Cross a few years ago.

While browsing through some old *MESSENGER* volumes the other day, we happened to notice how often there were stories about Communism and its dangers long before it became fashionable to fight the Red menace. And we're a little bit proud of the fact that we carried a whole series of articles on the meaning and nature of Communism back in 1957-58. This Catholic Civics Club program was probably the first systematic effort ever made to teach upper-grade pupils the nation over what Communism is all about.

Want samples and more information? Drop us a note and they'll be on their way to you. Write: *YOUNG CATHOLIC MESSENGER*, 38 West Fifth Street, Dayton 2, Ohio.

## New Books

### EDUCATION

#### American School Administration

By Raymond F. McCoy. Cloth, 484 pp., \$7.50. McGraw-Hill Book Co., Inc., New York 36, N. Y.

This useful book, the first in its field, discusses the underlying theory and the present-day practices in the administration of elementary and secondary schools and colleges. In a broad way, the author recognizes that the basic principles of administration in public and Catholic schools are substantially identical in that the schools are the same in organization, general curriculum, teaching methods, and immediate purposes. The public schools have limited objectives because they cannot, under the laws, recognize the ultimate purpose of human life and include religion in their work.

The book outlines, in the earlier chapters, the basic administrative considerations and presents a brief statement of the basic philosophy and purpose of Catholic education. Subsequent chapters outline the present-day position of the federal government and of the states in the state and local systems of education. The remainder of the book is devoted to the discussion of (1) the legal aspects of education, (2) the threefold aspects of instruction, (3) supervision of instructional method, (4) testing, (5) the Catholic schools and the lay personnel, (6) management of pupils' service functions, and (7) business management and purchasing methods. Two final chapters argue strongly for better public relations with local communities and urge research as a sound basis of modifying curriculum, organization, and teaching methods.

An appendix includes outlines of the decisions of the Supreme Court relating to the administration of Catholic schools. A collection of forms completes the work.

The book is a well rounded statement of administrative principles and of current existing practices. Its use by superintendents, principals, and others interested in the direction of Catholic schools will unquestionably suggest the rounding out of some chapters, e.g., the statement of administrative principles, personnel management, building design, and purchasing methods. In some of these fields, the Catholic schools are extremely weak because the practices depend on isolated pastors who need help from central school offices in developing better understanding of the educational processes, of materials, and building supplies.

#### The Catholic Elementary School Principal

By Sister M. Jerome Corcoran, O.S.U., Ph.D. Cloth, 479 pp., \$6.50. The Bruce Publishing Co., Milwaukee 1, Wis., 1961.

*The Catholic Elementary School Principal* with its organized, interesting style provides specific answers to persistent administrative problems in the Catholic elementary school. A sourcebook such as this fills a long-felt need in supplying a wealth

of practical and sound suggestion to the elementary principal, pastor, diocesan superintendent, and supervisor who is desirous of administering the school so as to provide the best possible learning conditions for all children. The author consistently keeps this realistic purpose in mind.

Included are useful diagrams and explanations of the place of the elementary principal in the diocesan organization, guides for professional administration of the school plant, and school-community relations with specific suggestions for utilizing lay assistance advantageously.

Workable suggestions for the solution of various knotty problems are given in such areas as the role of lay teachers; adjusting of lay teachers' salaries to their professional status; the proper ordering of the teachers' commitments; the need for in-service growth programs for both lay and religious teachers; evaluating pupil-progress and needs and providing instruction accordingly; grades, records, and reports; and special services for children. Appropriate footnotes refer the reader to excellent up-to-date sources which fully describe and document many of the suggestions the author makes.

As was abundantly clear in a recent elementary principals' workshop conducted by the writer of this review, the book's carefully worked out index greatly facilitates its use as a handbook for quick reference. It is, of course, of special value as a textbook in courses having to do with the elementary principalship. However, appropriate to secondary level as well as the discussions on the function and role of the principal, providing optimum working conditions, evaluating pupil progress, meeting individual learning needs, lay teachers, office problems, and school-community relations.

The author's 12 years of experience at all levels from elementary to graduate and the five years during which she was diocesan supervisor in the Diocese of Youngstown, Ohio, as well as her concentration on this area during her graduate work leading to the Ph. D. degree amply qualify her to write this helpful book.

As a former elementary principal, this reviewer is deeply grateful for the publication of this excellent book which can materially assist all those engaged or interested in Catholic education. — *Ella Callista Clark, Ph.D.*

### BIOGRAPHY

#### Marquette Legends

By Francis Borgia Steck, O.F.M. Cloth, 350 pp., \$5. Pageant Press Inc., New York, N. Y.

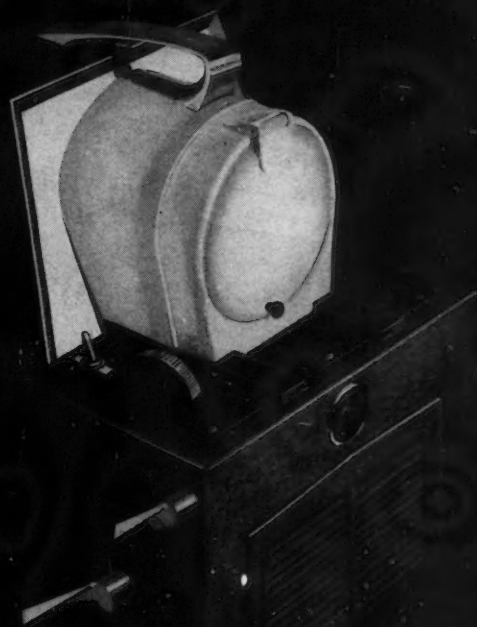
In the foreword of this book the author takes a relativistic attitude toward history. He holds that what was true knowledge of the past at one time may not be so at another. He says the discovery of a new document will sometimes be sufficient to change truth into falsity. This peculiar outlook may explain his disparagement of what previously has been believed concerning the exploration of the upper Mississippi River by Louis Jolliet and Father Jacques Marquette.

Father Steck has not unearthed a new document. He has put his own new interpretation on a document which has been known to historians for a long time. This is the letter sent by Father Claude Dablon, superior of the Canadian missions, to his provincial on August 1, 1674. This letter

(Continued on page 10)



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Ten minutes spent with any of these three UNITRON Student Microscopes will tell you more than we could say in ten thousand words. That's why we'd like to invite you to try one — or all three — for ten days ... FREE. The only thing you have to invest is the next 5 minutes ... to find out what's in store for you in top-notch performance and added advantages.

**WHAT'S THE DIFFERENCE?** At first glance, the printed specifications on all student microscopes look the same. You might well ask "What's the difference — if any?" Here are the facts.

Even many of the largest manufacturers feel that optical and mechanical short cuts are quite acceptable in microscopes designed for the school or college laboratory. Therefore, they design their microscopes with lower-resolution objectives, without condensers, and often simplify mechanical construction. In contrast, UNITRON Student Models MUS, MSA, and MLEB are designed to give regular, professional performance, with no compromise in image quality.

#### THE LAWS OF OPTICS HOLD FOR STUDENT MODELS TOO

For a beginning student, any enlarged image seen through the microscope will appear exciting. But isn't it just as important to see a correct image? A true picture? Magnification without resolution is empty ... the image appears blurred and details are fringed with diffraction lines in much the same way as a faulty TV picture. That's why UNITRON doesn't offer a 'student series' of objectives which, though named to imply "achromatic", still let color and aberrations in through the back door. All UNITRON Student Microscopes are equipped with the same professional-type objectives supplied on our more expensive medical models. Because our high-dry 40X objectives and condensers each have a numerical aperture of 0.65, the student can enjoy the same quality image at 400X or 600X that the medical student sees through his more expensive instrument.

**WHY A CONDENSER?** In microscopes using 'student series' objectives, the omission of a condenser may not be too serious, because there is really no high numerical aperture, or resolving power, to be realized. But all UNITRON Student Microscopes have a 0.65 N.A. condenser to utilize the high resolution of our professional quality objectives. We also provide an adjustable iris diaphragm (not merely a disc diaphragm) to control light reaching the condenser. All these extras work hand in hand with UNITRON's anti-reflection coated optics to produce an image of optimum contrast and clarity.

**WHAT STAND DO YOU TAKE?** Teachers and students want easy operation, durability and adaptability. And that's just what UNITRON Student Microscope Stands are designed to give. Positive and smooth coarse focusing is by a diagonal-cut rack and pinion. A simple counter-twist of the knobs gives easy tension adjustment to meet any preference. A separate and independent fine focus with full range of travel has a precision micrometer screw to assure sharp images.

Now — about the microscope stage. For precise movement of the specimen at 400X and higher, UNITRON offers a quick, easy way of attaching a reasonably priced mechanical stage. (Some manufacturers offer this feature — but only on their higher priced models.) All UNITRON Student Microscopes have stages pre-drilled and tapped to permit future addition of a precise, but inexpensive (\$14.75) mechanical stage. The large stage of Models MUS and MSA also acts as a bumper, projecting beyond the objectives and nosepiece to prevent accidental damage.

#### SOMETHING NEW HAS BEEN ADDED.

All UNITRON Student Microscopes now have built-in focusing stops that prevent accidental contact between the objective and specimen slide. This reduces repair costs for objectives and prevents slide breakage. Without the stop, it is easy for beginning students to pass through the critical point of focus, not even realize it, and ram the objective into the slide. The new stop also saves time and temper by automatically placing the image in approximate focus. Student guesswork is eliminated.

#### NEW 10X WIDE FIELD EYEPIECE

Student microscopes are often chosen with at least two eyepieces, usually the Huygens type ... a 5X for its large area of view, and a 10X for the magnification needed for critical observations. Now, our new coated 10X Wide Field eyepiece combines both these features in one eyepiece — a large field and the desirable 10X magnification. Teachers will like it: one eyepiece is more convenient than two. There's no chance for the extra one to become lost or damaged. And, it's slightly easier to use the Wide Field eyepiece because of its longer eye relief — you don't have to get your eye so close to the lens. Model MUS is now regularly supplied with this new eyepiece, but it's optional on Models MSA and MLEB, too.

#### ATTACHABLE SUBSTAGE ILLUMINATOR.

A snap-fit illuminator that attaches by means of the regular mirror mount, this new accessory eliminates any need for mirror adjustments or an outside light source. Even when the microscope is moved or inclined, the illuminator stays in alignment. It combines correct light intensity with convenience. Operates on regular 110-115V. current. The housing is rotatable 180° to give a choice of two types of illumination: bull's eye condenser for concentrated light or plane condenser for diffuse lighting. Built-in blue filters give daylight quality. Cost? — only \$10 as an accessory (less an allowance for the regular mirror if you don't need it.)

#### MEETS C.C.S.S.O. REQUIREMENTS ... AND MORE.

UNITRON Student Microscopes more than meet the general requirements outlined in the Council of Chief State School Officers Purchase Guide. Our microscopes are available with either three or two objectives. Models with two objectives are supplied with a triple revolving nosepiece (with removable plug in the extra aperture) so that you can add another objective when you want it, without the extra expense of changing nosepieces.

#### CAN YOU AFFORD NOT TO BUY?

Check some of the prices listed in other suppliers' ads and literature ... then look at ours. UNITRON saves you real money. And, if you're in the market for several instruments, new quantity discounts make our prices even lower ... 10% for 5 to 10 and even higher discounts on larger quantities!

**WHY NOT TRY ONE?** If you are planning to buy microscopes, now or for your next budget, please accept our invitation to try one, or all three, UNITRON Student Models in your own laboratory, at our expense. Let UNITRON prove itself to you before you decide.



\$75 each

#### UNITRON STUDENT MICROSCOPE ... MODEL MUS

EYEPIECE — Coated 10x Wide Field  
OBJECTIVES — Achromatic coated 5x(10NA), 10x(25NA), 40x(65NA)  
SUBSTAGE — .65NA condenser, iris and mirror  
PRICE — \$75 each (or \$67.50 each in lots of 5-10)

With two Huygens eyepieces — choice of 5x, 10x, 15x — price is \$74 each, (or \$66.00 each in lots of 5-10). Substage illuminator available in place of mirror or as accessory, at slight change in price.



\$107 each

#### UNITRON AUTO-ILLUMINATION ... MODEL MSA

EYEPIECES — Coated Huygens 5x, 10x, 15x  
OBJECTIVES — Achromatic coated 4x(10NA), 10x(25NA), 40x(65NA)  
SUBSTAGE — .65NA condenser, iris, filter holder, built-in transformer and high intensity illuminator.  
PRICE — \$107 each (or \$96.30 each in lots of 5-10).

With 10x Wide Field Eyepiece in place of three Huygens, MSA priced at \$103.50 each, (or \$93.15 each in lots of 5-10).



\$118 each

#### UNITRON STUDENT—LABORATORY ... MODEL MLEB

(Illustrated with optional illuminator)  
EYEPIECES — Coated Huygens 5x, 10x, 15x  
OBJECTIVES — Achromatic coated 4x(10NA), 10x(25NA), 40x(65NA)  
SUBSTAGE — .65NA condenser, iris, filter holder, and mirror  
PRICE — \$118 ea. ... \$106.20 ea. in lots of 5-10.

With 10x Wide Field Eyepiece in place of three Huygens, MLEB priced at \$114.50 each, (or \$103.05 each in lots of 5-10). Substage illuminator available in place of mirror or as an accessory at slight change in price.

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## NEW BOOKS

(Continued from page 6)

contains a dictated account by Jolliet dealing with the incidents which happened to him and Father Marquette during their expedition in the summer of 1673. The new interpretation consists in this. Father Steck claims that Father Dablon expanded this letter into a longer narrative entitled "Voyage and Discovery of Father Marquette and Sr. Jolliet in North America," which is found in a volume of the seventeenth century travel series of Melchisedech Thevenot. Its title, in turn, is *Recueil de voyages* and it was published in 1681. Father Steck thinks this was done to enhance the position of a fellow Jesuit. The addi-

tional information was derived from Dablon's own knowledge of the West and facts obtained from Jolliet, but attributed to Marquette. Of course this would be forgery.

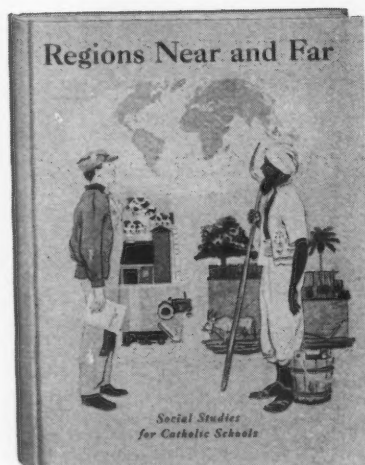
*Marquette Legends* next turns to a manuscript "Recital of the voyages and Discoveries of Father Jacques Marquette," which is in the archives of the College Sainte-Marie, Montreal. It has been accepted as the complete *Relation* of the 1673 discovery. Father Steck says that this is just another forgery built on the original letter of August 1, 1674. This time Father Felix Martin, a nineteenth century rector of the college in Montreal is the forger. To prove Father Martin's culpability he lists a number of books which treat of Marquette and Jolliet without mentioning the Montreal document. To Father Steck

this omission means there was no such document at the time of writing or at least the writers held it suspect. In this supposition, Father Steck overlooks the fact that the purpose of these books was not to discuss sources. Furthermore, he overlooks the fact that there is a duplicate of the Montreal manuscript in France, which was sent there in 1678. The history of this manuscript dates back a century and a half before Father Martin's day. Its identity in content frees Father Martin from the charge of forgery. Its presence in Paris in 1681 supplies the source from which Thevenot made his summary. Therefore, there is no need to accuse Father Dablon of untruthfulness.

When Father Steck becomes aware of this French manuscript, it is hoped he will take an attitude consistent with his views expressed in the foreword of his book. This document is sufficient to change what he considered truth into falsity. This does not mean that *Marquette Legends* proves the validity of the relativistic principle in history writing. Rather it affords an example of the necessity for thorough research into all the sources before formulating an historical hypothesis. — R. N. Hamilton, S.J.

## Examine Regions Near and Far

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*Five World Biographies:* Michelangelo, Gandhi, Marie Curie, Napoleon, Caesar.

By Leon Edel, Elizabeth White, and Madolyn W. Brown. Cloth, 845 pp., \$3.72.

*Four American Biographies:* Mark Twain, Abraham Lincoln, Helen Keller, Oliver Wendell Holmes.

By Edmund Fuller and O. B. Davis. Cloth, 779 pp., \$3.48.

*Four English Biographies:* Shakespeare, Queen Victoria, Laurie Lee, Samuel Johnson.

By J. B. Priestley and O. B. Davis. Cloth, 767 pp., \$3.48.

Published by the Harcourt, Brace & World, Inc., New York, these anthologies contain 13 biographies with only one abridgment in each book. They include teaching and learning aids expressly prepared for high school classes. Also included is an introductory note and an afterword for each biography, discussion questions after each biography, and a final afterword discussing all the biographies in that anthology. A separate teacher's manual for each anthology contains teaching approaches, synopses of the biographies, additional study questions, and a bibliography.

### SOCIAL STUDIES

#### The Emperor and the Pope

By E. E. Y. Hales. Cloth, 168 pp., \$3.50. Doubleday & Co., Inc., New York 22, N. Y.

The dramatic, nearly lifelong battle between Napoleon Bonaparte and Pope Pius VII on the issue of the independence of the Church and the scope of the civil government, is told frankly and interestingly in this book. Happily, the work is not cluttered with references and bibliographic data so that the average reader can grasp the political and religious meaning of the march of events climaxed in the kidnapping of the Pope and the later unsuccessful attempts of Napoleon to break the Pope's resistance after the defeat at Moscow. The book is history written in the most effective and popular form.

#### The Many Faces of the Civil War

By Irving Werstein. Cloth, 192 pp., \$3.95. Julian Messner, Inc., New York, N. Y.

While this book is addressed to teen-

(Continued on page 12)



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You are looking at the IBM SELECTRIC Typewriter, newest addition to the IBM typewriter line. The unusual object beside it is its typing element. No bigger than a golf ball, this single element makes possible the fastest, easiest way to teach typing, brings new economy to modern teaching methods.

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## NEW BOOKS

(Continued from page 10)

agers any adult who desires to read a balanced account of the Civil War and of the problems and personalities involved will find this book a rewarding one.

### The United Nations — What It Is

### The United Nations — What It Does

By David Cushman Coyle. Two pamphlets of 28 pp. each. Each 25 cents. Public Affairs Committee, 22 East 38 St., New York 16, N. Y.

These pamphlets have been prepared to supply background for the annual high school contest of American Association for the United Nations. (Registration for the contest closes on December 15, 1961.)

## North Star Books

Cloth, \$1.68. Houghton Mifflin Co., Boston, Mass.

Twelve new titles have been added to this series of books concerned with the exploration and conquest of the continent, and which provide fascinating stories of people, eras, and events from America's past. They are designed for students at the junior and senior high school level. They are: *Lafayette in America*, by Andre Maurois; *The Birth of Texas*, by William Weber Johnson; *Down the Colorado With Major Powell*, by James Ramsey Ullman; *Captured by the Mohawks*, by Sterling North; *Washington Irving*, by Anya Seton; *The First Northwest Passage*, by Walter O'Meara; *Robert E. Lee*, by Jonathan Daniels; *Mark Twain and the River*, by Sterling North; *Muir of the Mountains*, by William O. Douglas; *Wells Fargo*, by

Ralph Moody; *Race to the Golden Spike*, by Paul I. Wellman; *The Fishing Fleets of New England*, by Mary Ellen Chase.

## Regions Near and Far

Prepared under the editorial direction of Raymond F. McCoy and Edward J. Taaffe. Cloth, 288 pp. Follett Publishing Co., Chicago 7, Ill.

The two editors, in conjunction with four Sisters, have prepared a fourth grade social studies text that will find wide acceptance. The format is very appealing; color maps and charts, and illustrations, as well as excellent photographs are well done.

Five regions of our own country are contrasted with five regions in other parts of the world. The presentation centers around the activities of young children in the regions described. Young readers will undoubtedly identify themselves with the characters of the stories. An atlas section and geographical dictionary are placed at the beginning of the book. A short, and to the point, overview precedes each unit. In addition to the review questions which conclude each minor division, there is a review section for each unit.

The publisher's prospectus claims there is a "careful development in the student of: (a) appreciation of God's world; (b) respect for our fellow men of different races, religions, and nationalities." While the book does a great deal in these areas, this reviewer wonders if there could not have been more direct reference to God, and the living of one's faith (where there is specific reference to the Catholicity of the characters in the story). This does not mean overemphasis on bringing in treatment of religion; and how the people in the stories lived their faith is well presented, as far as it goes. The readers will certainly get the idea that faith and strength go together. But could it there have been a little more of this?

The above question in no way detracts from this reviewer's over-all pleasure with the text. I am sure many youngsters will enjoy reading these history books once they have been introduced to this social studies text. It is hoped the entire series will be as well done as this one volume. — William Straub.

## MISCELLANEOUS

### Sportsmanlike Driving

Cloth, 372 pp., \$4.12. McGraw-Hill Book Co., Inc., New York 36, N. Y.

The fourth edition of a basic textbook for safe automobile driving. The work has been completely revised and emphasizes the elements of good driving based on respect for the rights of the other fellow.

### Golden Beginning Reader Series

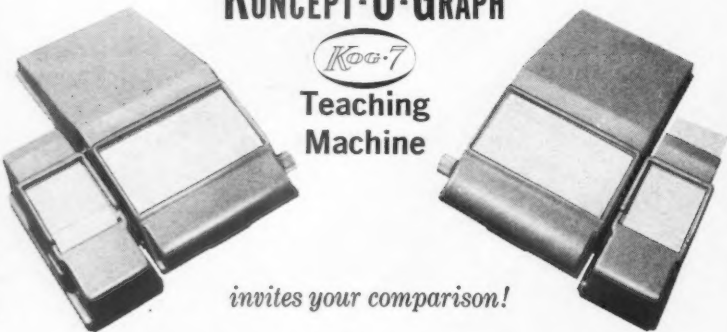
Cloth, \$1. Golden Press, New York 20, N. Y.

Two new titles have been added to this series that is designed for children who are learning to read. *A Pickle For a Nickel*, by Lillian Moore; *Sylvester: The Mouse With the Musical Ear*, by Adelaide Hall.

### Paperback Reprints

Latest paper reissues distributed by Affiliated Publishers, Inc., New York 20, N. Y., are: *The Little World of Don Camillo*; *Don Camillo and His Flock*, both by Giovanni Guareschi, 50 cents each; *Everybody Calls Me Father*, by Father X, 50 cents; *The Meatless Cookbook*, by Irma Rhode, 50 cents (All Saints Press Books);

(Concluded on page 15)



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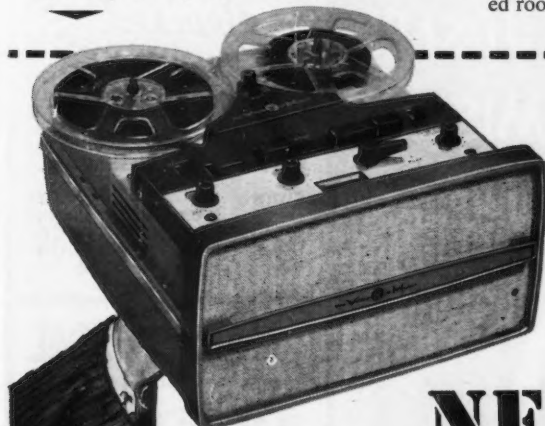
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## NEW BOOKS

(Concluded from page 12)

*Three Distinctive Plays About Abraham Lincoln*, edited by Willard Swire, 60 cents; *The Basic Facts of Human Heredity*, by Amram Scheinfeld, 60 cents (both are Washington Square Press Books).

### List of Schools

The Department of Education of the National Catholic Welfare Conference has published a "Listing of Catholic Secondary Schools in the U.S.A." which gives names, addresses, faculty and enrollment statistics. The booklet is available at \$1.50 a copy from the department at 1312 Massachusetts Ave., N.W., Washington 5, D. C.

### New Journal

The first issue of the quarterly *Journal of Religion and Health* has been issued at New York by the Academy of Religion and Mental Health.

### Four Complete World Novels

By Richard L. Loughlin & Lilian M. Popp. Cloth, 471 pp., \$3.76. Globe Book Co., New York 10, N. Y.

Here is a purposeful selection of international literature, each novel typical of the literary artist. Introductory and bibliographical material precedes the text, and study material follows the text. The novels included in the book are: *Master and Man*, by Leo Tolstoy, *Tonio Kroger*, by Thomas Mann, *Don Segundo Sombra*, by Ricardo Güiraldes, and *The Little World of Don Camillo*, by Giovanni Guareschi.

### The Lost Dog

By Edwin Way Teale. Cloth, 62 pp., \$3. Dodd, Mead & Co., New York 16, N. Y., 1961.

This is a true story of a lost dog and a man's devotion which takes place in the remote wilderness of eastern Oregon.

### 1962 Annotated List of Books for Supplementary Reading

Ed. by Irving Wernon. Paper, 64 pp., 25 cents. Copies free to superintendents, principals, and librarians, if requested on official letterhead. Published annually by Materials for Learning, Inc., (Formerly Children's Reading Service), 1078 St. John's Place, Brooklyn 13, N. Y.

The titles are classified for grades and subjects. Each title is described with author, price, etc., and a brief description. You can order the books from Materials for Learning, Inc. The organization also offers service for book fairs, audio-visual materials, etc.

### Teenagers Who Made History

By Russell Freedman. Cloth, 271 pp., \$3.50. Holiday House, New York 11, N. Y.

The biographical stories in this book, with their dramatic episodes set against informative historical backgrounds, make enjoyable reading material. The eight young people in this book had already earned themselves places in history before the age of twenty. Although their accomplishments were widely divergent, each deserves to be remembered because of his contributions.

The author relates the episodes of Arturo Toscanini, Werner Von Braun, Sam Colt, Louis Braille, Babe Didrikson Zaharias, Galileo Galilei, Gilbert De Lafayette, and Edna St. Vincent Millay.

## SCIENCE

## Physics

### Exploring Science Series

By Walter A. Thurber. Six books. Cloth, illus. in color. Teachers' Ed. \$2.32 to \$3.12. Allyn and Bacon, Englewood Cliffs, N. J., 1960.

Teachers' editions contain expert, detailed directions for a rich and challenging science program. Important background material on each unit, tips on how to introduce new activities, and how to answer pupils' questions are some of the features. Each book in the series has been strengthened by extensive revisions of both art and text matter. Much up-to-date material on the Space Age has been added.

By the Physical Science Study Committee. Cloth, 656 pp., \$5.48. D. C. Heath & Co., Boston, Mass., 1960.

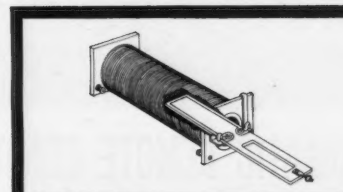
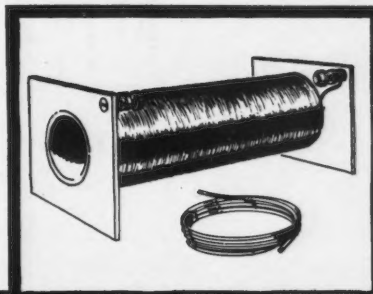
This textbook presents for beginning courses in high schools a unified picture of the major developments of physical science up to the present time. It treats science as a fascinating intellectual and cultural pursuit which is an integral part of present-day human activity and achievement. Much of the usual applied physics has been omitted in order to stress the unity of a science and to develop carefully from observation and experiment the important basic concepts.

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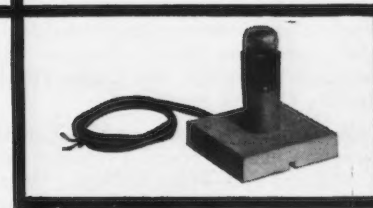
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Let's take a long look at a new means of self-instruction:

# The Teaching Machine and Programed Materials

By Ella Callista Clark, Ph.D.

Audio-Visual Consultant for Catholic School Journal

WHAT IS a teaching machine? Is it merely a passing fad? What good is it? Can its use improve learning? If so, in what subjects and on what maturity levels? Will it replace the teacher? What are its limitations? The term, "teaching machine" is somewhat of a misnomer, since no machine actually teaches. Self-instruction through programmed materials is a more appropriate title, since the machine itself is merely a device to bring the learner into contact with the programmed material which is fed into it. The learning potential resident in that material, therefore, is the basic consideration. Furthermore, self-instruction programmed textbooks are being used independently of any machine. In fact, self-instruction materials and techniques have been a boon to many students and teachers for years. However, the tremendous upsurge of interest in teaching machines gives rise to many pertinent questions regarding them, and these questions are significant and warrant direct, objective answers.

## What Is a Teaching Machine?

The name, "teaching machine," at times is loosely used to include a variety of mechanical items such as reading accelerators, all language-laboratory apparatus, and even devices for mechanical scoring of tests. Currently, however, the terms, "teaching machine" refers to a method of self-instruction which uses programmed material and which commonly possesses these characteristics:

1. It is designed to teach to one person at a time subject matter which is predictable and systematic.
2. Material used has been organized into a series of successive steps called frames.
3. A small item of academic content is presented to the student.
4. After the student reads this material, he tests himself by checking or writing an answer or by pressing a key.
5. Then he is shown the correct answer thus immediately enabling him to check his accuracy and, if in error, to learn the correct response.

6. The programmed material either proceeds to the next item of academic learning or provides for correction of a previous wrong response.

7. The student proceeds at his own speed.

## How Does It Work?

The machine may be as simple as a cardboard box. It may be operated manually although electronic machines are also available. However, the teaching machine, simple or complex, provides the following:

1. A window through which the student reads the subject matter.
2. A mechanism which feeds to the window successive items usually on a roll, a disk, or a stack of pages.
3. A space in which the student records his response.
4. An adjacent window in which the mechanism provides the correct response after the student has given his answer.

It would be unwise for us to dismiss the teaching machine as a new untested



gadget unworthy of consideration. As is true of many currently valuable teaching aids, the application of the principles basic to the teaching machine or programmed materials has its roots in the past. These devices, blending and application of Thorndike's modified "Law of Effect," the Socratic method of teaching by asking questions, and the Cartesian plan of analyzing a learning problem into its smallest parts, moves from the simple to the complex in a series of carefully planned steps.

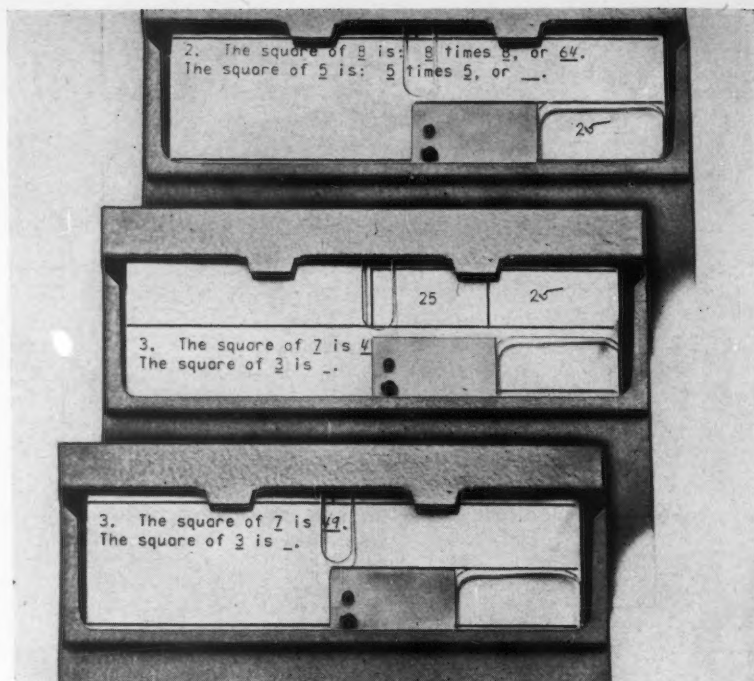
Frederick Burke at San Francisco Normal College coined the term, "self-instruction materials," and Carleton Washbourne who taught under Burke supplied the leadership in Winnetka, Ill., for the development of a considerable quantity of self-instruction materials in the 1920's. Simultaneously in the 1920's, Sidney Pressey developed testing machines which he used experimentally in college teaching. Despite Pressey's optimism and enthusiasm and the educational promise resident in his new device, he was forced to abandon his project in 1932. His hope that his efforts would stimulate others to carry on in this promising field materialized during the 1950's with the work of B. F. Skinner, a Harvard psychologist. Currently, an ever increasing multitude of so-called teaching machines have appeared on the market and their proponents are clamoring for their acceptance.

#### Programmed Materials Widely Available

Due to rapid expansion of the programmed learning field, materials are now available in a great variety of subjects and on practically all maturity levels beginning with the elementary school and going through the adult level. In fact, samples of 81 programs in 21 different subjects appear in the June, 1961, issue of the Audio-Visual Communication Review publication, *Current Teaching Machine Programs and Programming Techniques* (Department of Audio-Visual Instruction, 1201-16th St., N.W., Washington 6, D. C., \$2.) Previously, this same organization published a highly informative 724-page book, *Teaching Machines and Programmed Learning*, which supplies in considerable detail much data concerning this topic.

#### How Evaluate the Teaching Machine?

As we try to evaluate new teaching devices, we may recall the advice of the poet, Pope:



— From *The First Book of Teaching Machines*  
by Sam and Beryl Epstein, published by Franklin, Watts, Inc.

#### HOW DOES A TEACHING MACHINE WORK?

These sample frames from a programmed course in mathematics illustrate how a student moves through a course of programmed study. The top view shows a frame in position behind the plastic window. The student reads the frame and then writes his answer in the write-in slot. He then moves up the program sheet until the correct answer is revealed (middle frame). Now his response is under the plastic shield so he cannot change it. After comparing his response with the correct answer, he moves the program on to the next frame. The program pictured is distributed by Teaching Materials Corp., a division of Grolier, Inc.

*Be not the first by whom the new is tried*

*Nor yet the last to lay the old aside.*

The busy teacher is constantly on the lookout for improved learning techniques. Yet we know from sad experience that blind acceptance of a popular new proposal can result disastrously. Fortunately, there is a growing tendency for today's teachers to examine new proposals critically. When we find a promising idea; we cannot afford to ignore it: but how can we judge it?

#### What Is the Task of the Schools?

Let's keep firmly in mind that as teachers we constantly face the persistent problem: What shall we teach, to whom, and how? The parts of this three-pronged question are intimately interrelated, and basic to all is a clear statement of the goals of the school.

What are we trying to do? What fundamental concepts and what specific skills are to be mastered? How can we insure their transfer to the solution of the actual problems of life? After all, the test of knowledge of a foreign language is the ability to converse in that language. The effectiveness of our teaching of religion is reflected in the way the individual applies these teachings in his own daily life.

In this connection we must remember that, while the teaching machine is concerned largely with the "how" of teaching, yet the programmer, not the school, determines the "what." Obviously there are teaching tasks which require the presence of a competent, enthusiastic teacher who motivates, counsels, guides, directs profitable discussion, and makes optimum use of the great variety of teaching tools and other learning opportunities. At the same time,



we know that there are objectives of education directed toward specific verbal behaviors which can be learned most efficiently through the use of carefully programmed materials. In such cases the teaching machine or other self-instructive materials can prove invaluable and can free the teacher for more important tasks.

Especially as a result of the Winnetka developments, many of our textbooks as well as a variety of practice materials designed for individual instruction as needed have, fortunately during the past thirty years, found their way into our schools. Successful personal experiences of the writer and others in guiding students into effective learning activity with planned self-instruction materials has pointed up the great prac-

own development. This is a major aim in today's schools.

### What Good Are Teaching Machines?

An examination of materials now on the market indicates that the modern teaching machine opens many opportunities for a student to acquire verbal learnings on his own in a variety of subjects. It also facilitates remedial work as described above. Furthermore, use of the teaching machine permits a student to move at his own pace through progressively more difficult steps which programmers attempt to write so clearly that the learner not only understands but cannot possibly misunderstand. Besides, the teaching machine requires that the student be active; he must respond to given stimuli in a behavioral way. Teachers are fully aware of the difficulty if not impossibility of holding the attention of every student in a class during a demonstration. With the teaching machine the learner, not the teacher, is the focus of activity. The bright student is not detained by slow learners nor is the retarded student pushed beyond his ability.

Learning is achieved best when responses are reinforced immediately. The teaching machine at once tells the student whether he is right or wrong. This constant feedback provided at a rate determined by the capacities of the student is a powerful stimulus to learning.

We must recognize, too, that there is available some research evidence which indicates that intelligent use of the teaching machine results in substantial saving of time for the student as well as the teacher and brings about superior learning in certain areas.

### Will It Displace the Teacher?

A vigorous "No" seems to represent the consensus even among the strongest advocates of the teaching machine. Education is a many-faceted endeavor. Currently available teaching machines at their best accomplish only one aspect of this over-all process: instruction in verbal behavior. Of course, in our schools there is a considerable amount of learning which falls into this category; therefore we are interested in ways of accomplishing this faster and better.

The invention of printing revolutionized teaching. It brought us the textbook which replaced much of the necessity of oral presentation on the part of the teacher. Similarly, witness the proved

power of the motion picture, filmstrips, excursions, educational television, and other learning aids to help us teach better and insure greater retention. Presently it seems that wise use of the teaching machine and other programmed materials can save valuable student and teacher time and even result in greater effectiveness in teaching and in remembering certain things. Thus the teacher can have more time to do the more important teaching such as directing problem solving, guiding critical thinking, inspiring students to move forward intellectually and spiritually under their own power, and performing other necessary tasks which can be accomplished best through the physical presence of a competent, dedicated teacher.

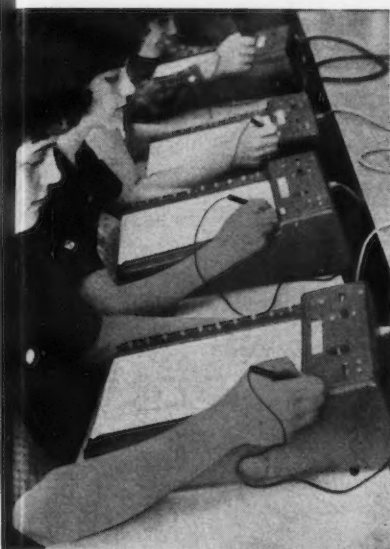
Some extremists envision schools in which courses are programmed thus replacing not only textbooks, field trips, films, and actual experiences but also other necessary observing, judging, and doing. We need to keep in mind that often the most effective learning is social in character and requires student-teacher interaction in a stimulating learning environment. No machine provides this.

With our burgeoning school population and increased emphasis upon academic learning, we cannot afford to ignore the potential contribution of the teaching machine or any other promising educational idea. Yet we carry the great responsibility of making wise decisions on: (1) What shall we teach, to whom, and how? (2) What are the purposes of the school? (3) How can we best guide students to develop into mature, responsible, creative persons?

### Costs Are Important

With limited funds for the purchase of instructional materials, we are forced to try to make wise decisions on what to buy. Although prices vary greatly, teaching machines for individual instruction can be costly. In relation to conditions in each school, we must decide what is most needed there and then and invest the available funds accordingly. At any rate, as we evaluate teaching machines or any other educational ideas, we need to be open-minded. Let's not form the habit of rejecting without due examination or being guilty of unlimited and often unwarranted enthusiasm. Nothing takes the place of good common sense.

For data on some of the newest teaching machines, see **New Supplies**, page 56.



— Photo, Astra Corp.

### The Autoscope machine tests on memorized materials.

tical value of these aids for certain types of learning.

For example, appropriate oral or written tests can reveal an individual's specific educational weakness. Instead of forcing the teacher to repeat a detailed explanation of how to perform a given task correctly, it is a great time-saver to be able to refer the student to self-instruction material which is presented in minute steps following a sequence appropriate to the desired final behavior. Since this individualized approach, when appropriately used, results in effectively learning, it often arouses in a student self-confidence and a corresponding feeling of responsibility for his

# Can a speech program

By Sister M. Leonard, O.S.F.

Lt. Jos. P. Kennedy, Jr. School for Exceptional Children, Palos Park, Ill.

■ TO THIS somewhat debatable question, a group of Sisters in Palos Park, Ill., reply with an enthusiastic "Yes." Challenged by this controversy and aware of the tremendous need for speech improvement on the part of their retarded pupils, the Sisters of St. Francis who staff the Lt. Joseph P. Kennedy Jr. School for Exceptional Children,<sup>1</sup> organized a speech habilitation program. They are convinced that benefit *can* be derived by the educable retarded child from a specialized speech program geared to his level and rate of learning.<sup>2</sup> Though gains may be slight in some instances, even the least improvement is encouraging, and as the program continues and expands, they look forward to even greater gains in the years ahead.

## What Is a Speech Problem?

Before initiating the program, the question of what constitutes a speech problem had to be considered. According to Charles Van Riper: "Speech is defective when it deviates so far from the speech of other people that it calls attention to itself, interferes with communication, or causes its possessor to be maladjusted."<sup>3</sup> This was the criterion used when a survey was made early in 1960 to ascertain the percentage of speech defective boys at the Kennedy School. Of the total enrollment, 207 boys, 47 per cent were found to have speech defects. This is in marked contrast to the 5 per cent of speech defective children in the general school population in the United States.

The largest single group of speech problems were those known as *defects*

of articulation. This type of speech is frequently called "baby talk" and is sometimes mistakenly considered "normal" speech for the retarded. This problem is characterized by the substitution, omission, or distortion of a consonant sound at the beginning, middle, or end of a word, or often in all three positions.

Another serious defect was found to be *stuttering*. This is one of the most dramatic speech problems, since everyone is aware of, and frequently shares in, the distress of the stutterer. Sounds or words may be repeated or may get "stuck." The stutterer may go through various contortions, grimaces, swing his arms, blink his eyes or, in other ways, show the difficulty he is having in producing speech.

*Voice problems* constituted a third group of defects which are seldom recognized. These are characterized by the many deviations from a clear normal voice. These deviations may be heard as a breathy, hoarse, or raspy voice. A child with a defect of articulation or stuttering may also have a voice problem.

Basically, these speech defects can be considered as having one of two causes: They may be the result of an inability of some part of the speech mechanism to function in a normal way, or they may be due to a more subtle malfunctioning which as yet speech pathologists have been unable to identify. These latter problems are called *functional*, indicating no demonstrable organic difficulty. The boys at the Kennedy School displayed the same types of speech problems as normal children, but with a much higher proportion of organic defects. As a result, the rate of improvement is not so rapid as in the normal child, nor is complete correction of a defect so readily achieved.

Since the longer a child uses his defective speech the more firmly established his poor speaking habits become,

it was considered very important that good speech be stressed as early as possible. For this reason a total school program was organized in which all teachers set high goals for their own use of speech in the classroom and introduced various speech games as part of the curriculum.

## Speech Improvement Program

When it was noted by the classroom teacher that a child was having difficulty with his speech, he was referred to the Sister on the faculty in charge of the Speech Improvement Program. He was then scheduled for an examination by the school's consulting speech pathologist and the Sister who does the speech training. To rule out the possibility of defective hearing as a contributing factor to the child's speech problem, an audiometric test was also administered.<sup>4</sup>

The consultant visited the school once a month at which time the diagnosis was made. During the initial visit the child's problem was carefully evaluated and proper procedures for improvement were outlined. If so indicated, the boy was immediately placed in the Special Speech Program where he was grouped with three or four other boys having similar difficulties, or was given individual help. The degree to which the child's speech was defective, as ascertained at the time of the examination, determined his being placed in a group or given individual attention. The boys were scheduled for 10-minute sessions three times a week.

Speech sessions must be shorter and more frequent with the retarded child due to his short attention span. This ever-present fact was considered whenever a new procedure was introduced.

<sup>4</sup> A complete program of hearing testing has been started at the Kennedy School. All of the boys receive a screening type of hearing test and those who fail the test receive more thorough audiometric tests. This program helps to detect unsuspected hearing problems and allows for intelligent referral to physicians or hearing clinics.

<sup>1</sup> The Kennedy School was established in Jan., 1949, for the purpose of training and educating educable mentally retarded boys between the ages of six and twenty from the Archdiocese of Chicago.

<sup>2</sup> The Sisters of St. Francis, when this article was prepared in 1960, were working on a curriculum in the speech area as part of their Curriculum Series.

<sup>3</sup> Charles Van Riper, *Speech Correction Principles and Methods*, 3rd ed. (New Jersey: Prentice-Hall, Inc., 1939-1954), p. 19.

# Benefit retarded children?

The answer is an emphatic YES, according to this experienced educator, who proceeds to identify common speech defects and devices to correct them.

Hence a variety of methods was made available so the child's waning interest could be freshened and the teacher could utilize several approaches within a 10-minute session.

The Speech Program was not unique in that any special devices were used. Rather, the existing procedures and methods were adapted to the learning difficulties of the retarded child, who needs so much more motivation than the child of normal intelligence. The more subtle aspects of speech improvement were not evident to most slow children. Therefore, speech goals were presented as game goals which could be understood at once by the retarded youngster.

## Devices Used

By the use of a *mirror* many sounds could be seen, in addition to being felt and heard, as they were produced by the lips, tongue, or teeth. In this procedure, all possible visual and tactual cues the child could tolerate were utilized in order to help him produce the correct sounds.

One of the more frequent problems encountered with the boys at this school has been objectionable amounts of nasal resonance during conversational speech. Usually there has been no malfunction of the mechanism of palatal closure; yet sound was escaping through to the nasal cavity and distorting the speech of the child. *Blowing exercises* were indicated here in addition to speech exercises. Blowing out a candle may not have been fun for very long but it was a good beginning. Next, the child attempted to blow a pinwheel either directly or through a straw or through a maze of rubber tubing. A ping-pong ball was suspended on a thread backed by a color-coded scoring board. Another device using a ping-pong ball was one in which the ball was suspended on a column of air. The stronger the boy

blew, the higher the ball went. It was not hard to find many ways in which the boy could compete with himself and others in these "games." Very gratifying improvement has occurred in a number of children.

The *bone prop*, a small appropriately designed piece of wood or plastic held between the upper and lower teeth separates tongue activity from jaw and lip movements. This exercise assisted the child in learning to raise his tongue in preparation for sounds involving the elevation of the tongue and tongue tip. As soon as the youngster achieved free elevation of his tongue, the exercise was discontinued.

Most speech teachers identify sounds by name (The *s* is the Sammy Snake sound), and games or methods to produce this sound were made enjoyable enough to keep the child's interest at a high level for the time he was in speech class and made him eager to return.

After the youngster mastered the production of the sound in isolation, drills were used emphasizing auditory discrimination. *Phonograph records* which included a sound repeated in simple rhymes, stories or songs were used in the lesson plans. The ear training received here was of value for future recognition of sounds in the classroom as well as in the speech situation.

Charts picturing mouth formations for the various sounds served as a goal to be reached when the youngster made his mouth "look like the picture." Pictures of objects containing a particular sound in their name were grouped on charts around a large colorful letter representing that sound (example: the letter "d" for the "d" sound).

A large clown often served as an amiable friend with whom those reluctant to talk, became acquainted. As they became absorbed in conversation

with "Bozo the Clown" (the teacher's voice), they often forgot their fears in their conversation and eventually began to speak with ease. Following several such periods, it was possible to begin work on specific sounds and exercises with the wholehearted cooperation of the youngster.

With speech sessions short and scheduled closely together, the boys were motivated to be punctual. A large picture of a turtle entitled "Mr. Turtle's Friends," distinguished the laggards from "Mr. Rabbit's Friends," those who were prompt for their sessions. This competition with himself and the other boys proved to be another interest in the speech room.

These devices for training and motivation were valuable and while in this program there was no guarantee of correction, an effort was made to help the child improve his speech to the point where academic work might be facilitated and personal contacts become more satisfying. Improvement has been noted in a number of boys, and one or the other individual has made sufficient progress to permit his being dismissed from the Special Program and continue in the general classroom speech program.

Interestingly enough, each problem had its own characteristics and no two speech tests showed exactly the same results. While progress was understandably slow, successes were doubly rewarding. Evidence of this is seen in the reports of Peter, George, and Kevin.

## A Stuttering Problem

Peter was admitted to the Kennedy School on April 29, 1954, at the age of 10 years 6 months. Shortly after his enrollment, it was noted by his classroom teacher, as well as by other members of the faculty, that this youngster had a stuttering problem. When the testing program was begun,



# The Lord has need of them

(St. Matthew — Chapter 21)

A little donkey carried Thee —  
To Bethlehem, so far — so far —  
Some eager Wise Men found Thee  
there,  
From following of a star.

A little donkey carried Thee —  
To Egypt through the night.  
We know that those who found  
Thee there,  
Found peace and joy and light.

A little donkey carried Thee —  
Into Jerusalem one day —  
The blind, the lame, who found  
Thee there,  
Were healed and went their way.

Jesus, may I, by these made bold —  
Receive Thee from Thy house of  
gold,  
Carry Thee, that those I meet,  
May find again Thy presence  
sweet?

S. M. L.

Peter was among the first to be seen.

The school's consulting speech pathologist examined the boy and decided that he had a moderately severe problem of stuttering characterized by both primary and secondary blocks. Simple repetitions and complete blocking in the flow of speech were evident once speech was started. Peter was given a hearing test and was evaluated by the school's psychologist. Group work was recommended for the improvement of the child's problem in which exercises were designed to curb this particular difficulty. These exercises included simple oral reading selections, oral sentence drill, and guided conversations about topics of interest to Peter.

Soon a group of boys was organized who exhibited similar problems, and Peter was included. As he desired to be helped, he looked forward to his weekly sessions with the speech teacher, the lessons became fruitful, and the boy's speech became more relaxed. The slow and steady progress noted by the speech teacher was confirmed by favorable reports from his classroom teacher and his parents. While Peter's problem is not completely overcome, it is evident that he has been helped and has gained considerable self-confidence in his communication with others.

## Training Tongue, Lips, and Voice

George was enrolled in January, 1957, at the age of 6 years 8 months. Apparently the child was not severely retarded, but was having extreme difficulty expressing himself verbally. According to reports, George had had polio at the age of six months and his speech development had always been poor.

In 1959, an articulation test was administered and an evaluation of the speech mechanism revealed poor tongue elevation and slow, inaccurate tongue activity. Jaw movements were adequate, but lip activity was poor. In addition to these findings, George had very poor voice quality. The boy's articulation was severely defective, with all but a few sounds being produced incorrectly and all words were said with a hypernasal voice. At this time, it was recommended that George receive a competent medical evaluation. Continued speech observation was requested.

Exercises were prescribed and George was placed in a small group being seen once a week by the speech teacher. It was the beginning of slow and diligent effort on George's part in the repetition of sounds in isolation. After a "getting acquainted" session with his teacher, fellow students, and a few materials, George seemed to accept the idea of speech help. Seated before his teacher with his newest companion, a little hand mirror, his first attempts were made to produce the "Mr. Frog" (g) sound. Completely oblivious of the fact that there were others in the room, his failures were turned to renewed attempts when encouraging words or gestures were used. Along with the articulation drill, exercises and devices were used in an effort to control hypernasality: blowing paper pinwheels, putting out the flame of a lighted candle, and blowing a ping-pong ball suspended on a string.

Again, this is not a closed case, and perhaps George will never have perfect speech, but reports from his classroom teacher and his parents have been positive. George's progress is evident.

## Very Poor Articulation

Lastly, there is the case of Kevin, admitted to the school in November, 1954, at the age of 7 years 3 months. Shortly after his admittance it was evident that Kevin was having difficulty with his speech. Because of the mental age of the child at that time, testing was postponed until he became more capable of co-operating with the examiner. In 1959, when Kevin was 11, he was scheduled for a speech evaluation because of poor language ability and defective articulation.

An evaluation of the tongue movements revealed adequate protrusion and lateralization, but poor ability to elevate the tongue tip. Jaw movements were within normal limits, but lip activity was poor. When the speech articulation test was administered, the child was found to have a severe defect. All but a few of the 54 sounds tested were mispronounced in single words. Conversational speech was very difficult to understand.

An intensive program of lip and tongue exercises was recommended and outlined for the child. The other exercises and methods used were similar to those mentioned above. However, this child's therapy has included the use of a bone prop. While the prognosis for this boy is good, it may be some time before the problem is overcome to the degree that Kevin's contacts will be entirely satisfying to himself and others. His progress at present seems very slow, but this is not a source of discouragement. At each session Kevin's attempts are supported by a renewed vigor and in time it is hoped he, too, will be rewarded with improved speech.

Peter, George, and Kevin are three of approximately 40 children who have been receiving direct speech aid through the Speech Improvement Program. The combination of total school orientation and individual attention have paid dividends in terms of corrected or averted speech difficulties in many children.

This on-going program will continue to reach out to help each child who needs it. Once the individual becomes more aware of his speech problem, his determination to overcome it with time and assistance becomes another means of development for him. With the growth of his enthusiasm a new door to happiness is opened for him and his social contacts become more pleasant and satisfying.



There's an air of quiet busyness in this ungraded classroom at Whitby school as pupils pursue individual tasks.

## The MONTESSORI Method—*Applied!*

By Sister M. Alban, S.C.

St. Paul School, Greensburg, Pa.

■ FIFTY-FOUR years ago an Italian doctor, Maria Montessori, founded her own type of progressive education, based on the idea that "the child is father of the man." At first well received by American educators, her ideas were later considered too rigid by the followers of John Dewey, and so fell into disfavor. However, in Europe her schools made real headway, and now, a half century later, another attempt at education by Montessori methods has been inaugurated, this time in Connecticut. A glance at this school probably will give a better idea of the method than a detailed and dry study of it, and so we shall try to pass on the report of visitors.

Unusual things are happening at Whitby School,  
a private Catholic school in Greenwich, Conn.

### An American Montessori School

Whitby School: The name has an elusive air of familiarity, until one is reminded that St. Hilda of Whitby was abbess of a seventh-century abbey in Yorkshire. Her stableboy was as famous as the abbess, for his name was Caedmon, first Anglo-Saxon poet. St. Hilda has been named patroness of Whitby School, which was founded in Greenwich, Conn., by Nancy McCormick Rambusch, with the permission of the Bishop of Bridgeport. Whitby, a "work" school, in which many areas of learning

are introduced at least two years ahead of other private schools and three ahead of public schools, was opened in 1958 in a stone building, a former stable, donated by the mother of one of the prospective pupils. The present school is housed in its own new building, on a campus of 37 acres.

### The Child Develops

The quotation, "The child is father of the man" is at the root of Montessori philosophy. Its exponents feel that every child carries unseen within him the man he will become. They believe,

too, that the only way in which his physical, intellectual, and spiritual powers can be developed is through the freedom achieved by order and self-discipline. From these basic ideas spring the methods of Maria Montessori.

The exponents of the method believe that to the child, the world of sight and sound is very confusing. And so, their first endeavor is to try to bring order out of chaos first by helping the child to distinguish among sense impressions and thereby slowly to become master of his environment. For instance, small dishes of sugar and salt placed before the pupil help him to learn the difference between sweet and bitter tastes; smelling vinegar and perfume aid him to identify scents; a scaled progression of bells helps his auditory perception; blindfolded, he touches cloths of different textures and matches them in pairs, by touch alone.

This type of teaching, thought by some educators to be so "advanced" and "modern" was used by Dr. Montessori, working in the slums of the San Lorenzo district of Rome more than 50 years ago. Charts, blocks, bells, weights, three-dimensional letters—all were utilized in her system.

### The "Prepared Environment"

Whitby, true to its espousal of Montessori methods, also used what she called the "prepared environment," helping a child to progress at his own speed, according to his own capacity, and without competition. "Three elements make up this conditional environment, says Oona Burke in *Jubilee*: "a bright cheerful atmosphere with tables, chairs, closets, and tools scaled to a child's size; sensorial materials which are placed in the center of the classroom, and from which the child may select one to use, re-use, and then replace after he has mastered it; and finally, the teacher who acts as the child's helper and guide in the new surroundings."<sup>1</sup>

### The Teacher "Guides"

And this brings us to another facet of the system: the role of the teacher in the class. Dr. Montessori did not believe that the teacher should be a second mother to the child. "If a child has a particular need of affection, the teacher offers it, but part of her teaching task, among preadolescent children, is to free them of her, to give them the opportunity of learning for the enjoyment of learning itself, and not to please the

teacher. . . . In Thomistic terms, the disposition to learn is in the learner.<sup>2</sup> This attitude is certainly a form of self-denial, which is in sharp contrast with our "cult of personality," but is strongly Christian. To quote Mrs. Rambusch again, "The teacher is like a pane of glass through which the child can see the light of reality: she should not interpose her own personality between the learner and his subject."<sup>3</sup>

"No progress in educational reform is possible," says Dr. Montessori, "until this attitude (that undisputed authority on the part of the teacher is his right) has been changed. This does not mean that the teacher has to give up her authority—far from it—but that she will exercise it in a different way. . . . She must begin with an act of humility—just as the priest must say his Confiteor before he is fit to approach the altar. She must come to see in the soul of the child something so rich and pure, so delicate and precious that it is a privilege to be with it."<sup>4</sup>

### An "Ungraded" School

At Whitby, Dr. Montessori's idea of ungraded structure in schools is practiced. Instead of expecting young children to achieve what they were incapable of assimilating, slow and fast learners are kept together so that the faster ones may stimulate the interest of the slower. They are allowed to watch each other and learn through observation. An "active discipline" was evolved: an approach to learning through movement.

Whitby, like its preceptor, holds no brief for movement *per se*. But children from three to eight should be free to move while learning. Adequate floor space is provided, with mats for squatting, sitting, kneeling, etc. "A study of movement itself is a major part of the curriculum, for it helps the children master their muscles and move about quietly. In every class they are taught how to walk quietly, to lift a table and set it down, how to move a chair, how to execute all the simple gestures of living, first with exaggerated care, and then in an unconsciously careful way, as they master each pattern of movement."<sup>5</sup>

### A Quiet School

The directress is in complete control

<sup>2</sup> Rambusch, Nancy, "Montessori Reappraised," *Jubilee*, Apr., 1960, p. 45.

<sup>3</sup> *Ibid.*

<sup>4</sup> Standing, E. M., *Maria Montessori: Her Life and Work*, pp. 279-280.

<sup>5</sup> Rambusch, *op. cit.*, p. 44.

of the class. At the sound of her bell, the children stop their activities and become motionless and silent. (This must be quite an achievement with modern American youth!) Relative quiet is taken for granted throughout the day. Until their eighth year, children work alone or in pairs. Then they begin to prefer larger groups. There is a pleasant buzz of activity as some read to themselves, asking for help when they need it; others compose stories with the movable alphabet; three-year-olds learn the continents by means of jigsaw puzzles; four-year-olds use cut-out letters to make the names of pictured animals; rarely do they disturb each other. Three-year-olds are trained to carry full glasses and china plates carefully, with confidence and without accidents. Before the age of ten the average child in a Montessori class speaks one or two languages other than his own and reads and writes Latin with ease. He has studied natural science, algebra, geometry, and arithmetic; at nine he is usually interested in cube roots. To the visitor, it must seem at first that something is wrong. Silence fills the classrooms, even the teachers speak softly, almost in whispers. The children are absorbed in activities which they feel compelled to learn, each on his own. They learn numbers at three, write at four, read at five, parse at seven.

### Surprising Results

By rearranging beads (similar to the device of the abacus?) they learn the rational order of tens, hundreds, thousands. At the age of six they know addition, multiplication, subtraction, division, going on to square roots and the binomial theorem.

The children are grouped according to ages: three to six, six to nine, nine to twelve. One is reminded of the balance apparent in a large family, where children of different ages work and play together. Each day they have "exercises in practical living"; they wash, sweep, and mop with utensils made to scale. The teacher never does a charge over after them; they are proud of the appearance of their rooms.

In the traditional school, discipline is superimposed on the child; in progressive schools it is practically non-existent. The Montessori method avoids both these extremes.

### Who Is Montessori?

And who is the woman who first set up this method of education? Maria Montessori was born, August 31, 1870,

<sup>1</sup> Burke, Oona, "The Montessori Method," *Jubilee*, Feb., 1959, p. 23.





Proceeding from concrete to abstract ideas is demonstrated here by the method of identifying parts of speech by geometric forms. A circle is a verb, a triangle a noun, and smaller triangles are adjectives and articles. Later these same forms will be used to identify Latin words in classes planned for 10-year-olds.

## SCHOOLWORK AT WHITBY

Although they resemble play, the activities under the Montessori system are carefully thought-out methods of teaching.

Above, jigsaw maps teach the shape and relative location of countries. Center, letters and numerals are cut from sandpaper and mounted. By tracing them with his index fingers, a child gains a tactile impression that unconsciously helps him learn the rhythm of writing. Right, cleanup sessions teach habits of neatness and orderliness as well as dexterity in handling common materials. Note tools hung on peg-board walls.



near Ancona, Italy. In 1894 she became the first woman to win a medical degree from the University of Rome. After graduation, she worked among the feeble-minded and retarded children. Her progressive method developed from this work and from her experiences as a director of a school for normal children called the "Children's House." Doctor Montessori was called to many parts of the world to lecture on her method. Over the years it has been further developed, and in some respects altered, by other educators.

During World War II, Dr. Montessori was interned in India as an enemy alien. Upon her release she returned to Italy. She then went to the Netherlands to set up a training center and died there, May 7, 1952.

The teaching method of Maria Montessori ranks in importance with those of Pestalozzi, Froebel, and Dewey but it is unique in that it combines scientific observation with an essentially spiritual view of the child. There are Montessori schools in Europe, Asia, and Africa and many of her ideas on early childhood education have been incorporated into American nursery schools and kindergartens. She developed a special method of teaching young children that became known as the Montessori Method. She believed that children should be free to find out things for themselves and to develop through individual activity. By her method, pupils were neither punished, nor rewarded for doing things in school.

#### Educating the Senses

This method is a system of educating young children according to principles and the chief aim is to develop the child through the education of his senses between the ages of one and a half to



By stacking colored cylinders a child learns differences in dimensions.

about five years. Various equipment and materials are used as aids to this process. The program also calls for a "children's house," of which the children themselves take charge. The objects in the house should be breakable so that the child will recognize his mistakes in using them.

Under this method the child himself chooses what he wishes to learn from the learning tools provided. Much that is learned is an experience of one or more of the five senses. Thus the child's education is self-acquired. His interest is sustained by his feeling of accomplishment and by his pleasure in working at and with the things he likes.

The Montessori philosophy of education, which had its beginning in Italy when Maria Montessori started in 1907 as a teacher of dull children, has had some influence on educational method in our country, for here and there we find

kindergartens using sensory aids in the same manner as they are used in the Montessori schools. For instance, one of the kindergartens in the Diocese of Pittsburgh uses golden beads to teach numbers, jigsaw puzzles to teach continents, cutout letters to teach the alphabet, etc. As in the Whitby School, the children learn their prayers and songs and such practical things as tying their shoelaces, putting on their boots, and printing their names. They are given the opportunity to exhibit creative ability by drawing, painting, and building. In this kindergarten, there are only two teachers to 60 pupils, whereas the Whitby school has 13 instructors for 150 pupils.

#### Results Are Outstanding

Mrs. Rambusch, now head of the Whitby school, can be proud of her accomplishments. It took a person of strong conviction to establish a whole new school system in this country. Though Europe and Asia have adopted the Montessori method more widely than the United States, American Catholics, according to *Jubilee*, are attracted as much by the realistic, respectful, and deeply spiritual attitude toward the child, which underlies the Montessori system, as by the amazing results it achieves academically. To quote Dr. Montessori: "The child is never idle because he is looking into the world to find himself . . . while he is examining the objects in the world around him he is . . . stealing their qualities, their shapes, surfaces, textures, colors, weights, sizes, uses, compositions, and so forth. These he mysteriously builds into himself . . . and with them constructs his mental being. . . ." And again, ". . . in their innocence and purity, in their singleness of purpose, their simplicity, their humble and ready acceptance of truth, their undimmed faith in spiritual realities, their lack of pride, avarice, and other passions, children are higher than we—with souls 'yet streaming from the waters of baptism.'"<sup>7</sup>

<sup>6</sup> Standing, *op. cit.*, p. 85.

<sup>7</sup> Francis Thompson.

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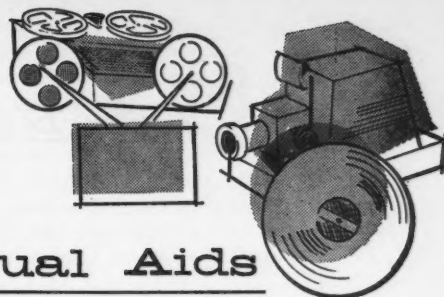
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## A Plea for Guidance

Somewhere lonely it illumines uncharted space untold,  
The new Star of Bethlehem . . . suddenly grown old!  
Perhaps our screaming satellites and rockets passed it by,  
Jetting their research in far orbits of the sky.  
N bombs, raced munitions earth has never known before  
Pile as we sleep . . . yet men need peace much more.

O holy Kings, the Wisemen, given star to follow,  
Let not pursuit of space deprive us of tomorrow.  
Help us use the wonder of the neutron's vast release  
To lift us to the skies in a new world built for peace.

Sister M. Anselma, C.S.C.  
Bishop Conaty High School  
Los Angeles 6, Calif.



# Evaluations of Audio-Visual Aids

By Ella Callista Clark, Ph.D.

**ROA'S FILMS**  
1696 N. Astor St.  
Milwaukee 2, Wis.

## Moses and the Covenant

A series of six color sound filmstrips suitable for elementary grades and above. Research and narration for this excellent series have been done carefully by Sister M. Elizabeth, I.H.M., and Sister M. Johnice, I.H.M., with Rev. Bernard Cooke, S.J., chairman of the Dept. of Theology, Marquette University, acting as consultant.

The colored picture illustrating the story of Moses are selected carefully and artistic in quality. The accompanying records (33 $\frac{1}{2}$  rpm, unbreakable) explain the pictures.

The filmstrips and accompanying records show well how the character of Moses towers over all of the Old Testament heroes.

Cost of the complete set of the six color filmstrips, records, and teaching guides is \$60.

**ENRICHMENT TEACHING MATERIALS**  
246 Fifth Ave.  
New York 1, N. Y.

## Enrichment Landmark Records

These are now available as dramatizations of 44 Landmark books, the American historical series published by Random House. These are 12 inch, 33 $\frac{1}{2}$  rpm nonbreakable records made by Columbia. Of these four are new; *Clara Barton, Founder of the American Red Cross*; *The First Transatlantic Cable*; *The Alaska Gold Rush*; and *Guadalcanal Diary*. The Enrichment Records are forceful, persuasive, and action packed dramatizations which combine story, music, and song to relate important events in American history. They remind listeners of the sources of our liberties; the determination and initiative that went into them; and the constant vigilance needed to keep them. Authenticity and application to the curriculum are characteristic of them. "Leads to Listening" supplied free with

each record suggest quizzes and other activities to help teachers and students relate the contents of each record to what "Johnny must know" in order to remember the important details of the event being dramatized. Competent professional actors are employed in these productions. The records are priced at \$4.95 and \$5.95.

## Enrichment: Documentary Records

Four more important American documents are now available on two new 12 inch 33 $\frac{1}{2}$  rpm records. Included are: *Articles of Confederation*, *Lincoln's Second Inaugural Address*, *Alaska: Act for Statehood*, and *Hawaii: Act for Statehood*. These are priced at \$5.95 each. They are not documentary presentations in the usual sense of the term. Instead, listeners first learn about the historical period out of which each document evolved. Pertinent opinions of national leaders and ordinary citizens are interspersed with folk music of the day to portray the spirit and feeling of the times. Before salient points of each document are read in the official language of the document, they are simply explained in easy-to-understand language. The "wrap-up" at the end of each record relates the document to the world of today.

**CATHOLIC FILM CENTER**  
29 Salem Way  
Yonkers 3, N. Y.

## The Catholic Film Directory

New edition is now available free to religious and clergy; \$1 to others. It lists in annotated classifications more than 250 religious sound motion pictures suitable for Catholic audiences.

**JAM HANDY ORGANIZATION**  
2821 E. Grand Blvd.  
Detroit, Mich.

## Understanding the Atmosphere

A series of 6 color filmstrips (\$5.75 each or \$31.50 for the set of 6). Suited to junior high school, this series gives a clear understanding of the chemical

and physical aspects of the atmosphere. It stresses the importance of air to man and his activities and shows ways in which air works for man. Explained also are air pressure, gases which make up air and the importance of air in nature. Special timely emphasis is directed to the importance of air in space travel and study.

**INTERNATIONAL FILM BUREAU**  
332 S. Michigan  
Chicago 4, Ill.

## What Are Stars Made Of

A 16 minute 16mm. sound color film priced at \$165. This film gives a comprehensive picture of the methods and tools the astronomer uses to learn about the stars in the universe.

By following the story of how one astronomer at the Mt. Wilson and Palomar Observatories investigates a question about the chemistry of the stars, an idea of the meaning and work of astronomy is conveyed to the student realistically.

## Understanding Matter and Energy

An 18 minute, 16mm. sound color film costing \$185, designed for junior and senior high school. It offers a simple explanation of the three forms of matter and illustrates different forms of energy. The film uses common household items such as ice cubes and tea-kettle steam to help a boy discover in logical progression the characteristics of matter in its solid, liquid, and gaseous states.

**UNITED WORLD FILMS**  
1445 Park Ave.  
New York 29, N. Y.

## Island in the Sun

An 18 minute, 16mm., sound color, 1961 film priced at \$135. This is a timely film which should suit the needs of middle and upper grades. It briefly shows the island's geography, history, and emerging industrial economy. Maps serve to locate the island and orient the

(Continued on page 54)





## News Notes

This column will appear frequently, reporting on activities of National Catholic Educational Association

### SUPERINTENDENTS VIEW LIVE ISSUES

New Orleans, was the site and October 23-26 the date of one of the most successful annual meetings of the Catholic School Superintendents. Delegates from all parts of the United States and Canada met to discuss the many problems and issues facing Catholic education today.

Among the topics of discussion were: The shared time proposals made both by Claud D. Nelson in an article published in *The Christian Century* and by Dr. Harry Stearns in an article published in *Christianity and Crisis*; and "The Peace Corps and Its Implications for Catholic Education," whereon Dr. Simons, consultant for the Office of University Relations of the Peace Corps, stressed the importance of bringing the true image of America to other nations of the world and the part that Catholic education must play in accomplishing this objective. Other sessions dealt with the changing school scene, the place of the small high school, and programed learning. Dr. Pitruzzello of the National Association of Secondary School Principals emphasized both the need for change within the existing framework of the schools and also the fact that while over the years many changes have taken place in areas such

as methods and aids to teaching, the classroom dimensions have remained the same. Dr. Cyr of the Fund for the Advancement of Education pointed out that bigger schools are better than small schools *only when* small schools attempt to organize in the same way as big schools with their emphasis on specialization. P. Kenneth Komoski of the Center for Programed Instruction in New York City described programed instruction as the antithesis of the lecture and explained what it may be expected to accomplish and what it could not accomplish. Dr. Sterling M. McMurrin, U. S. Commissioner of Education, was the principal speaker at the banquet. Dr. McMurrin presented the development of American educational thought as seen through the eyes of a philosopher.

The new officers of the Department of School Superintendents for the year 1961-62 are: president, Rev. Richard Kleiber, Green Bay, Wis., vice-president, Very Rev. Msgr. Bennett Applegate, Columbus, Ohio; secretary, Very Rev. Msgr. Roman C. Ulrich, Omaha, Neb. Rt. Rev. Msgr. Henry C. Bezou, New Orleans, La., immediate past president of the Department, was appointed to the Department's Executive Committee.

### GROWING USE OF LAY TEACHERS

In the Diocese of Lafayette, La., a full 50 per cent of the elementary school teachers are lay people; they make up 48 per cent of the elementary school staff in the Archdiocese of New Orleans and the Diocese of Miami, Fla. At the other end of the scale, lay teachers are only 6 per cent of the elementary staff in the dioceses of Worcester, Massachusetts, and Rapid City, S. Dak.

These facts emerge from the profile on use of the lay teacher at the elementary school level recently completed by the Research office of NCEA. Based on figures reported to the Department of Education of the National Catholic Welfare Conference by each diocese as of October 1, 1961, the profile further reveals:

→ 27 per cent of all the Catholic grade school teachers in the United States are lay people.

→ There is some correlation between large class size and extensive use of lay teachers. In other words, the pressure of burgeoning enrollments is proving a spur to the employment of lay teachers in many dioceses.

→ There is even more evidence that extensive use of lay teachers correlates with low Catholic population, regardless of class size, and that least use of them occurs in areas with high Catholic population. Thus, 63 per cent of the dioceses in the southeastern part of the United States, where Catholic population is notably low, are in the top quartile in use of lay teachers, while in the New England area, with heavy Catholic population, no diocese is in the top quartile in use of lay

teachers; in fact, 9 of the 10 dioceses are in the lowest quartile. The regional figures on use of lay teachers are:

Region	Per Cent of Dioceses in Top Quartile	Per Cent of Dioceses in Bottom Quartile
New England	0	90
Middle Atlantic	14	32
Southeast	63	13
East North Central	32	7
West North Central	12	28
Southwest	42	8
Rocky Mountain	12	50
Pacific	23	15

### DIRECTORY OF CATHOLIC ELEMENTARY SCHOOLS

About the time this issue of the JOURNAL reaches your desk there will come from the press the 1962 edition of NCEA's widely used *Directory of Catholic Elementary Schools*.

The *Directory* is unique in that it contains, as Part I, the only printed list, state by state, of the names and addresses of all the 10,594 Catholic elementary schools in the United States, together with their diocesan school officials, in concise and readily usable form. Similarly, it contains, at Part II, a complete list of Catholic elementary boarding schools, with information useful to parents, counselors, and others on the schools' location, administration, type of students admitted, grades included, etc. The *Directory* is available from the Association offices at \$3.50 per copy.

## GOVERNMENT STUDY OF MENTAL RETARDATION

Very Rev. Msgr. Elmer H. Behrmann, Associate Secretary of the Special Education Department of NCEA, was appointed recently by President Kennedy to membership on the new National Panel on Mental Retardation. Monsignor Behrmann reports that the panel was requested by President Kennedy at its first meeting, held October 18, 1961, "to effect a co-ordinated and comprehensive attack on the problem of mental retardation in the United States." A further development at the meeting was provisional agreement by the members to concentrate study in four areas: medical research, special educational facilities, vocational rehabilitation, and co-ordination of existing facilities. Present at the meeting in addition to President Kennedy and the 26 panel members were Cabinet Secretaries Ribicoff and Goldberg and Sargent Shriver of the Department of State.

## ORIENTATION FOR LATIN-AMERICAN SISTERS

In August, 1961, the Sister Formation Conference Overseas Project took an important step forward in the form of an orientation program for newly arrived Sisters from Peru and India. As the starting point of their part in the SFC Project, a program was designed to provide a social, intellectual, and spiritual welcome for the Sisters attending. Speakers from both the United States and Latin America contributed highly to the spiritual and intellectual aspects of the program. Among these were Father Santiago, O.F.M., of Mexico City; Father Leonardi Rodriguez, S.J., Dean of the Medical School of the University of Buenos Aires; Father Frederick McGuire, C.M., of the NCWC, Washington, D. C.; and Dr. Carlos Siri, of the Latin American Bureau of NCWC. Specially selected Sisters under-

took an intensive program of instruction in basic English for the visiting Sisters. Sisters of Mercy provided a pleasant variety of receptions, recreational activities, and instructive tours for the guests. Sister Annette, C.S.J., Executive Secretary of the Sister Formation Section, NCEA, extended to the Sisters the Official welcome of the Sister Formation Conference.

After completing orientation the Sisters proceeded to various colleges that will provide their further education and formation. The rapidly increasing number of communities participating in this relatively young project seems to indicate the need for work of this type as well as an impressive interest on the part of Sisters throughout the world in improving Catholic education.

## VALUABLE EXHIBITS AT NCEA CONVENTION

The exhibit that will accompany the 59th Annual NCEA Convention, to be held April 24-27, 1962, will occupy 52,320 square feet in Hall "C" of Detroit's new Cobo Hall. Delegates to the convention will have an opportunity to see products ranging from alphabet cards to school supply vending machines. Experts will be on hand to discuss career opportunities for high school students, the latest techniques in audio-visual education, and the newest improvements in schoolhouse construction and classroom seating. More than 400 exhibitors will participate in the NCEA convention exhibit.

The exhibit, always a popular feature with NCEA delegates, this year proved to be equally popular with the exhibitors themselves. Exhibit space at the Detroit meeting was oversubscribed at an unusually early date this year—a good indication of the increasing interest being shown in the Catholic educational market.

A significant unit for all grades

# Bring Christmas to Life!

By Sister M. Bernard, O.S.B.

St. Thomas More School, La Crosse, Wis.

CAN little children learn the real meaning of Christmas? Yes, even first graders can when the necessary concepts are developed through a unit such as the ones published under the auspices of the Archdiocese of St. Paul. In this plan the children first are instructed about the family and family life. Careful analogies are made to bring out the attributes of the Blessed Trinity. Units concerning the Creation and Fall of Man are presented concurrently with the liturgical season, thus, throughout Advent the children

learn stories from the *Old Testament* that relate to the fulfillment of the promise of a Redeemer. The stories, repeated in a variety of ways such as narratives, dramatizations, and drawings, become familiar to them. A present-day parallel is drawn in their own lives by having them prepare their souls through acts of obedience, kindness, cheerfulness, and prayer.

About a week before Christmas the first graders become enthused about making their own crib. With chalk they sketch the outlines of their life-size

figures on large pieces of cardboard. Desks are moved to one side of the room, newspapers are spread liberally, and tempera paints are mixed. As the paint spreads, the enthusiasm mounts. After school the eighth-grade boys cut out the figures and arrange them in the stable that stands about four feet high. To watch the first graders' delighted surprise when they discover it the next morning is, in itself, an art of preparation for Christmas.

As a culminating activity, they summarize their knowledge of the Incar-

nation and Redemption by presenting the play that is given below. The cardboard figures are removed and the first graders themselves occupy the stable as they portray, "Nativity Play." The reverence and respect with which the first graders play their roles show that they live their parts, thus clearly indicating that they do arrive at the real meaning of Christmas.

### DRAMATIZE THE REAL CHRISTMAS

CHARACTERS: Narrator, Blessed Virgin Mary, St. Joseph, Angels, Shepherds, Chorus.

ALL: Christmas! What is Christmas?

NARRATOR: Christmas is the coming of our promised Redeemer. After the sin of Adam and Eve, the gates of heaven were closed. God promised to send a Redeemer who would open the gates for us. The world had to wait many years before God carried out His promise.

CHORUS: "Come Lord Jesus" [p. 41].<sup>1</sup>

NARRATOR: Finally the time came when God chose to send His only Son down to us. [Mary comes on stage and kneels down to pray.] One day while Mary was praying, God sent Angel Gabriel to ask her to be the Mother of His Son. [Angel comes in.] God wanted Mary for His Mother because her soul was full of His wonderful life. The angel said to Mary:

ANGEL: "Hail, full of grace. The

<sup>1</sup>We Sing and Play, Sister Cecilia, S.C.; Sister John Joseph, C.S.J.; and Sister Rose Margaret, C.S.J. (New York: Ginn and Co., 1957).

Lord is with you. You are the happiest of all women."

NARRATOR: Mary was afraid when she first saw the angel. Then the angel said to her:

ANGEL: "Do not be afraid, Mary, for you have found grace with God. You shall have a little boy and His name shall be Jesus."

MARY: "I will do what God wants me to do."

NARRATOR: And so Mary worked very hard to get things ready for Jesus. About that time a peaceful ruler, called Caesar Augustus, wanted to find out how many people had to obey him. He made a law that said everyone who lived in his lands must be counted. When Joseph heard about this law he hurried to Mary and said:

JOSEPH: "Mary, I must go to Bethlehem. Caesar Augustus wants the names of all our people. I must go to Bethlehem where I was born to write our names in Caesar's records."

MARY: "God's will be done! Remember, Joseph, that the prophets have told us that our Savior will come from the place called Bethlehem. So I will go with you."

NARRATOR: And so Mary and Joseph started off for Bethlehem. Mary rode a little donkey and Joseph walked beside her. [Mary pretends to ride a cardboard donkey which Joseph leads around the classroom. During this pantomime the Chorus sings:]

CHORUS: "On the Road to Bethlehem" [p. 52].<sup>1</sup>

NARRATOR: When they reached Bethlehem, every house was filled with peo-

ple who had come to register. There wasn't even any room at the Inn. So Mary and Joseph had to stay in a stable. [Mary and Joseph enter the stable and prepare it for the night.] In the middle of the night a most wonderful thing happened. Baby Jesus was born! [Joseph and Mary adore the Infant while the Chorus sings:]

CHORUS: "Silent Night" [p. 59].<sup>1</sup>

NARRATOR: Mary wrapped Him in swaddling clothes and laid Him in a manger.

MARY: "Lullaby, Little Jesus" [p. 65].<sup>1</sup>

NARRATOR: At the time Jesus was born in Bethlehem there were shepherds on the hillside watching their sheep.

CHORUS: "Winds Through the Olive Trees" [p. 55].<sup>2</sup> [Angel appears.]

NARRATOR: Suddenly an angel of the Lord came to the shepherds and said:

ANGEL: "Do not be afraid. I bring you good news of great joy for everyone. Today in Bethlehem a Savior has been born to you, Who is Christ the Lord. You will find the Infant wrapped in swaddling clothes and lying in a manger." [Other angels enter.]

NARRATOR: And suddenly there were many more angels singing:

ANGELS: "Glory to God in the highest and on earth peace to men of good will."

CHORUS: "In a Manger" [p. 4].<sup>3</sup> [Angels leave and shepherds begin to murmur.]

SHEPHERD: "Let us go over to Bethlehem and see the Savior." [They go to the stable and adore the Infant as the Chorus sings:]

CHORUS: "The Christmas Story" [pp. 60-61].<sup>1</sup>

ALL: [Children point to Baby Jesus and say to the audience:] This is the Infant wrapped in swaddling clothes. They sing "Lullaby for Jesus" [p. 3].<sup>3</sup>

NARRATOR: Now you know what Christmas is.

ALL: It's the day God kept His Promise to send Someone who would open the gates of heaven for us. It's the Birthday of Jesus Christ, our Redeemer. [They sing] "Oh, Come Little Children" [p. 64].<sup>1</sup>

[Place cardboard figures in the stable while the audience and class join in singing Christmas Carols.]

<sup>2</sup>To God Through Music, Book One, Sister M. Lourdes, S.P., M.M.; Sister Brendan, S.P.; and Sister M. Canice, S.P. Gregorian Institute of America, Toledo, Ohio, 1953.

<sup>3</sup>Christmastide Book, John Paul, M.M. and Richard Werder, Ed.D. (Boston, Mass.: McLaughlin & Reilly Co., 1955).



A primitive, but appealing Christmas Crib.





## Epiphany in Many Lands

By Sister Agnes Rita, I.H.M.  
and Sister M. Charles Borromeo, I.H.M.

Gesu School, Detroit 21, Mich.

### Characters:

Narrator; Choir; Jean, an American child; John, Jean's brother; Granny; Austrian family, father and three children; Mexican children — Chiquita, Jose, Pedro, Carmen; Argentinian children — Miguel, Juan, Maria; Puerto Rican children — Angelita, Jaime, Milagros; Italian children — Antonio, Francesco, Mario; American children — Joan, Frank, Mary, Guest; Mother.

**NARRATOR** [*steps outside curtain*]: The saying goes, "Christmas comes but once a year," but strictly speaking this isn't true. Can you guess why? Well, in case you can't, we're here to explain it to you. You see, we're all familiar with the first Christmas, Dec. 25, for we've celebrated it each year of our lives. But the feast that comes on Jan. 6, the Epiphany or "Little Christmas," isn't so well known by most of us in America. Really, though, this is the Christmas for all of us because on this day the Christ Child made Himself known to the Gentiles (and we're Gentiles for anyone not a Jew is a Gentile). It was on this feast that the three Kings, Kaspar, Melchior, and Balthasar, arrived at the Bethlehem scene and saw the Christ Child for the first time. Each brought his special gift to the Infant, and the Infant in His

turn gave Himself to the Kings.

**CHOIR:** We Three Kings from Orient Are

[*Curtain opens on Bethlehem scene with three Kings adoring and offering gifts.*]

**NARRATOR:** Many countries, although America as yet is not among them, celebrate Jan. 6 as their Christmas. Some like Puerto Rico even observe it as a holy day of obligation. Many of them don't celebrate Dec. 25 at all, and others begin on this date and continue their celebration until Jan. 6. Today we'd like to show you how Little Christmas is celebrated here, there, and everywhere.

[*Two children carry out a rocking chair, place it by the side of the stage, and sit down on stage at foot of rocker. Granny comes out and sits down. On opposite side of stage is Christmas tree and manger. Curtain is still closed. This takes place outside curtain.*]

**JEAN:** Oh, Granny, I'm so glad we've kept our tree up for Little Christmas. It really makes us remember that there's something special about the 6th of January.

**JOHN:** Isn't it time for the three Kings to come? I've been waiting since Christmas. You promised that I could put them in the stable near the Baby Jesus.

**GRANNY:** The Epiphany is a special day and the thing that makes it special is the arrival of the three Kings at Bethlehem. Yes, John, put the Kings where they belong and then we shall have a story. Would you like that?

**BOTH CHILDREN:** Oh, yes, Granny, will it be about the three Kings?

**GRANNY:** About the three Kings and the way different countries keep this feast.

[*John places the three Kings in the stable. Returns to Granny's feet.*]

**GRANNY:** We'll start with Austria, for there they still keep the religious side of the feast. In many parts of this country, between Christmas and the Twelfth Night (Jan. 6) children dress as the Wise Men and go from house to house to sing and ask for a gift of food.

[*Curtain opens. Stage is divided by partition. Right side represents the outdoors. Left side represents the inside of a home. Three children, dressed in long white robes and wearing a crown painted gold, go up to door of house. One member of group carries a long pole supporting a star-shaped lantern in which a lighted candle flickers. Take food and exit.*]

**GRANNY:** When the Wise Men have paid their visit and received their reward, the whole family goes from room to room.

[*Left side of stage: Family go to room of door with an evergreen branch and holy water and sprinkle it at the door. Then they initial in chalk: K + M + B.*]

**FATHER:** Come let us ask the blessing of God upon our home as we sprinkle this holy water about. [*Sprinkles Holy Water*] May the Lord protect us from all dangers, especially electrical storms. Through the intercession of Kaspar + Melchior + Balthasar! [*Strikes initials in door with chalk. Curtain closes.*]

**GRANNY:** Did you notice that the father marked the initials of Kaspar, Melchior, and Balthasar with chalk on the doorframe?

**JEAN:** Why Granny? What does that mean?

**GRANNY:** The Austrians believe that through the Wise Men's help they will be protected from lightning and electrical storms.

**JOHN:** Can't we do that Grandma? If we explained it to Daddy, I'm sure he'd let us.

**GRANNY:** That's a fine idea, Johnny, but we have more to see. Let's go to

Mexico. Mexican children write letters to the Christ Child before the Epiphany, listing the toys and other gifts their hearts crave.

[*Curtain opens. Room scene with Christmas Tree. Four children dressed in Mexican costumes are standing around the tree talking.*]

CHIQUITA: Oh, I can hardly wait! I do hope the three Kings bring me that beautiful doll.

JOSE: If you've been very good, Chiquita, and helped make His birthday happier, I know He will answer your letter. For me, I'd like that gay sombrero like Papa's.

PEDRO: Let's hurry and get to bed so we can put our shoes out for the three Kings tonight as they pass by on their way to see the Christ child.

CARMEN: Go, now children! You must be well rested so tomorrow we can all go to the church and see the thousands of lighted candles and hear the beautiful music in honor of the Christ Child's coming to the three Kings.

[*Children take off their shoes and leave, carrying them in front of them. Curtain closes.*]

GRANNY: In the morning the youngsters of Mexico will find their shoes filled with gifts from the Kings—just as you find stockings filled by "Santa Claus." In Argentina, they do something similar. On the eve of Dia de los Reyes, Jan. 6, the children place their shoes by their beds, too, or under the tree. They leave hay and water outside the door of their houses so the horses of the Magi will have a meal as they journey toward the Christ Child in Bethlehem.

[*Curtain opens on room scene. Christmas tree with shoes around it.*]

MIGUEL: Now that our shoes are ready, let's put this basket of hay and pail of water outside the door for the horses of the three Kings.

MARIA: Be sure you put it where they can get it easily, for they're sure to be hungry.

JUAN: Doesn't it give you a thrill to think that we can help the Magi on their way to the Christ Child? Even if we can't go ourselves, we can make it easier for them on their journey! They have their gifts of gold, frankincense, and myrrh for the Infant. Maybe they will take our act of generosity as our gift for Him too.

MIGUEL: I'm sure the Infant will be pleased, for He likes us to think of others on the day of His coming.

JUAN: Hurry! Hurry! we must get it out before it's too late! Come Maria, come Miguel, I'll help you carry it.

[*Children open the door and place hay and water outside the door. Curtain closes.*]

JEAN: Grandma, you said "horses." I thought the Wisemen came on camels. That's what they told me.

GRANNY: Well, dear, sometimes different peoples interpret facts in different ways. Although most of us think of camels in the desert, probably in Argentina horses are the common means of travel. We all agree on the truth of three Kings coming, but our details may vary.

CHOIR: Mexican Folk Song—Chilean Tonada

[*Scenery changed. Stage cleared for procession.*]

GRANNY: One of the most popular of festival days in Puerto Rico is that known as Bethlehem Day. This is celebrated on the 12th of January in memory of the coming of the Magi. The celebration consists of a procession of children through the streets of the town. The foremost three, dressed in flowing robes to represent the Wise Men of the East hold in their hands the gifts for the Infant King. Following them come angels and shepherds and flute players dressed in pretty costumes.

[*Procession starts at back of auditorium advancing toward stage. They mount the stage while singing Procession Song. Each places his gift at foot of Infant and kneels to adore. Curtain closes.*]

GRANNY: As you can see, these processions are among the most picturesque of all Christmas celebrations in Puerto Rico. The Puerto Ricans are of Spanish descent, so now we will go to the mother country, Spain. According to an old Spanish tradition, the Magi are said to journey to Bethlehem every year. And so, on Epiphany Eve, the children are laden with gifts as they wait at the city gates to meet the Kings. They look for the group in the sunset, but soon the glorious vision fades away and the children turn homeward, believing the Kings to have passed behind the mountains. Spanish children have no Christmas tree and do not hang up their stockings on Christmas Eve. Instead they practice a custom called "nacimiento" which means hiding slippers and shoes for Balthasar and the Wise Men to fill with goodies.

JOHN: Granny, these children are almost like those of Mexico and Argen-

tina. They have the same custom of putting their shoes and slippers out.

GRANNY: Yes, Johnny, but with this one difference. The children of Spain fill their shoes with hay so that the camels of the three Kings may feast. In the morning the hay is gone and toys, nuts, fruit and candy have taken its place.

[*Curtain opens. Scene: Room of a home. Fireplace.*]

ANGELITA: Oh, Jaime, Milagros, come quickly to see if the Magi have taken the hay for their camels.

JAIME: I'm more interested in seeing what they left, for I'm sure the camels would take the hay.

MILAGROS: Look at the nuts, fruit, and candy! Look at the toys! Let's get the rest of the family and share our gifts with them. [*Curtain closes.*]

JEAN: Granny, did you notice how thoughtful those children were? As soon as they got their goodies they wanted to share them.

GRANNY: Don't you think they have the real spirit of Christ—giving rather than receiving? Now, we've been in South America, so let's go to Europe for a while and see how they keep Epiphany. From Christmas Eve until the Eve of Epiphany or the day before "Old Christmas" the observance of the Yuletide is of a religious nature. In Italy people attend church at midnight on Christmas Eve and Christmas Day is principally a church festival. The non-religious celebration is observed on the Eve of Epiphany. At this time children hang up their stockings and wait for the coming of "La Befana" who is their "Santa Claus." She is believed to enter through the chimney and into the room where the stockings are hung. She carries a cane in one hand and a bell in the other with which she announces her arrival. Thus it is that many little children in Italy hear a bell ring on the Eve of Epiphany and are told to "hurry off" to sleep before La Befana comes.

[*Curtain opens — Scene — room with fireplace where children are hanging stockings.*]

ANTONIO [*hanging stocking*]: This is your place, Francesca, because you can reach it. I'll take the top part because I'm taller.

FRANCESCO: I've been good so I'm sure La Befana will be good to me.

MARIO: Do you think La Befana remembers everything we've done during the past weeks? I've been pretty good but —

# The Twelve Days of Christmas

On the First Day of Christmas, my True Love gave me  
The gift of His humanity.

On the Second Day, my True Love gave  
A home in Bethlehem's stable cave.

On the Third Day, He gave a star  
To guide me homeward from afar.

He gave on the Fourth, a bed of straw  
That I might learn humility's law.

On the Fifth Day, this only Son  
Gave me His Mother for my own.

On the Sixth Day, my True Love gave  
Joseph for Father, strong and brave.

His Seventh Day gift was an angel song  
To sing in my heart the whole year long.

On the Eighth Day came a New Year bright  
To live and grow in my True Love's sight.

My True Love gave me, the Ninth Day  
Three shepherds singing a roundelay.

And on the Tenth, a flock of sheep  
Came with their white wool, warm and deep.

My True Love gave, Eleventh of all,  
An ox and ass in a stable stall.

On the Twelfth Day and the last,  
Three Kings with gifts came riding past.

They worshiped my True Love as King,  
And brought a royal offering.

Of myrrh, incense, and gold, and oh!  
These gifts of theirs are mine also!

By Sister M. Albertina, C.D.P.

Lexington, Ky.

FRANCESCO [*laughs*]: Oh, Mario, this is no time. What's done is done. Hurry and put your stocking up. If La Befana puts ashes in your stocking you'll know she wasn't pleased but you have really tried lately. [*Bell rings.*]

ANTONIO: Stop your prattling. We must be off to bed or none of us will get anything if La Befana finds us still up when she comes. Can't you hear that bell? Let's hurry and get to bed before she gets here. [*Curtain closes.*]

GRANNY: There isn't time to tell about all the countries but there's a beautiful little legend that the Syrian children believe. I think you would enjoy hearing about it. They believe that on the eve of Epiphany the trees bow their heads at midnight in reverence to the Christ Child. Now, Jean and John, whenever you see a Christmas tree remember this thought and pass it on to others.

JOHN: We surely will, Grandma. Is there any other custom we here in America can practice?

GRANNY: There are many that I've already mentioned, but in Belgium they do something that we can easily do this very night in our own home. On the day of the Epiphany, the anniversary of the coming of the Wise Men, parties are often held, particularly in the Flemish part of Belgium. This, incidentally is in remembrance of an Epiphany mystery which we in the United States hardly commemorate at all. It is believed that the Marriage Feast of Cana took place on the 6th

of January so the family keep a feast. A special kind of cake is made, which, before it is baked, has a bean or a nut dropped into the mixture. When the cake is cut, the finder of the bean is proclaimed the king for the evening. He has the privilege of choosing a queen to share his honor.

[*Curtain opens—scene: room.*]

JOAN: Oh, Mother, is everything all ready for the party tonight? Our guests will soon be coming to share with us the joys of this feast of the Three Kings.

FRANK: Are you sure you put a nut in the cake batter so we will have our king and queen for the evening? I wonder who the lucky ones will be. It would be fun to have everyone do just what you want them to do, even if it is just for one night.

MOTHER: It may be any one of you. So start thinking how you will entertain your guests, for remember the fun of the evening falls on the king and queen.

MARY: Do we have all our gifts ready? Where shall we put them? [*Mother directs to table.*] Since it's our party, we the hostesses must supply the gifts for the king and queen.

[*Doorbell rings. Guests arrive.*]

MOTHER: The first thing on the program is the cutting of the cake to see who'll be the king of the evening. [*Cuts cake. All begin to eat.*]

GUEST [*suddenly*]: I have it! Tonight I am a king. And now, I choose Mary to be my queen. Let's get on with

the evening's performance. [*Curtain closes.*]

JEAN: What fun that would be! Wouldn't you like to be the king, Johnny? Granny, couldn't we do that at our house? Will you help us explain it to Mom and Dad?

GRANNY: Yes, children, I'd be glad to. It can be done so easily. I am sure your parents will be happy to let you do it even tonight. If it's too late to put the nut in the batter you can buy cupcakes already made and stick a nut in one. Nobody will be the wiser until they eat it at the end of the meal. And then the fun begins! Let's go and tell them all about it.

[*Granny, Jean, and John leave stage.*]

NARRATOR: Were you surprised to see that so many countries celebrate Little Christmas? So many of them have kept the religious meaning of the feast that we in America have lost somewhere. Perhaps we can bring some of the customs mentioned into our own homes to help us realize more fully just what the Church commemorates on this day. Today, moreover, we should make a special offering, one that includes all our going and coming during the year; and we ought to bring gifts that match gold in preciousness, frankincense in holiness, and bitter myrrh in gladly accepting all the hard things (and easy) from the Divine Infant for the coming year.

[*Curtain opens on tableau with all cast on stage. Choir sings "We Three Kings."*]





# Christmas Candles Project

By Sr. M. Rose Patricia, O.P.  
Our Lady of Lourdes School, Malverne, N. Y.

■ CHRISTMAS and everything connected with it has such an appeal for children that Advent is an especially receptive time to implant some of the great truths of our religion. Children who study the Christmas story as told by St. Luke will always remember the true meaning and the proper celebration of Our Savior's birth.

## Messianic Prophecies

It isn't hard to talk about prophecy to young children if the prophets are presented as holy men instructed by God to teach the people and keep them faithful while they waited for the coming of the Messiah, the promised Redeemer. God made known to the

prophets many things concerning the Savior so that they could prepare the people for His coming. Isaias, who lived in the eighth century, B.C., foretold that the Savior would be born of a virgin. Micheas, who lived at the same time foretold that He would be born in Bethlehem. The impression made by these prophecies was so great that the people knew they would be fulfilled. When the Magi from the East inquired where the newborn King of the Jews was to be found, King Herod called together the chief priests and scribes of the people to ask them "where Christ should be born." They answered, "In Bethlehem of Judea: for so it is written by the prophet."

## The Symbol of Light

When God showed His creative power, His first word was "Let there be light." Light is meant to lead people to God because of its uplifting quality. When Isaias foretold the birth of the Savior from a virgin, he continued: "The people that walked in darkness have seen a great light." During the Jewish services in the temple candles were lighted. They are always lighted on our altars during Mass. The sanctuary light is kept burning to remind us of the presence of our Lord in the tabernacle.

When the angel appeared to the shepherds the night Christ was born, we are told: "The brightness of God shone round about them." At Christmas, people light up trees, string lights across the streets, and have extra lights in their homes, but only those who celebrate Christmas as the birthday of Christ know the real meaning of the lights. However, it is well to notice that the whole earth is made bright and beautiful because of the Savior's coming and that a spark of this joy from God touches the hearts of His creatures and makes them wish to share their joy with others in the giving of gifts and happy greetings.

## Our Candle Project

During Advent the children in my class made candles from construction paper. White on silver showed up well on a blue background. The bulletin board was blue and the candles were white with silver paper making a half-inch margin around them. When the candles were ready, each child chose a sentence from the Gospel of the mid-night Mass and memorized the sentence. Any suitable decoration was constructed for the base of the candle. A silver star showed up well on the blue. When the

candles were mounted on the bulletin board in their proper sentence order, each child recited what he or she had written. During the following days, at the end of the Christian doctrine lesson, the Christmas story was told, and thus without any extra effort the whole class knew the gospel narrative of the Savior's birth as told by St. Luke.

## Our Own Work

During Advent it is easy to stimulate interest by asking the children if they would like to make decorations themselves or would they rather have them ready-made and put up before Christmas. The thrill of doing things themselves will bring an answer like, "We want to make them ourselves and put them up. Then it will be our own work." Although it is their own work, with young children it cannot go on without the help of the teacher. She must direct the whole thing.

Some of the following work was done by the children at home. The mounting, spacing, and cutting was done during art period in the classroom. The boys collected pine cones and painted them silver. The girls got blue paper for a background to represent the sky and silver paper to be used for stars and lettering. Angels and palm trees were cut from white construction paper and mounted on silver paper, which was also cut out and extended half an inch outside the white. Mounted on the blue background, the silver gave the effect of a frame. The lettering "Come let us adore Him" was done in blue and silver and put on the blue background above the front blackboard. The cones were placed between the words and between stars at the sides. The angels and palm trees were put on the bulletin boards at the side. Stars were used to fill in and balance spaces, and corners for the bulletin board were cut from white and silver paper. It was interesting to hear the children express their ideas as the work was being put up: "Keep the stars back of the angels, and the palm trees farther away." "It will look now like the angels coming to adore Our Lord the first Christmas." "Hold this so I can see it from the back of the room." "This is much better now." "Sister, what about taking a picture of our work so we can see how it will come out? Then we can remember how it was."

After all the work they felt they were doing, the children won't easily forget, and the teacher will be glad she helped them bring out their ideas for Christmas.



Dr. Robert Pace observes hand-position exercises by a small group of piano students.

## Group Lessons in Music

An interview with Dr. Robert Pace

Professor of Music Education, Columbia University

■ **BRIAN BUCK** of Flossmoor, Ill., had just finished his spirited rendition of "Donald Dinosaur" for parents and friends attending a "piano party." Much to the amazement of the adult listeners, who must have recalled their own "first" recitals, six-year-old Brian had obviously enjoyed his own performance. Brian's display of enthusiasm and sincere interest in playing the piano were not due to an unusual talent, but rather to a relatively new approach to music lessons called "group instruction."

Long advocated by such experts as Dr. Robert Pace, professor of music education at Columbia University and a leading proponent of introducing children to music at an early age, the group instruction method is being accepted by more teachers and parents every day. Here are Dr. Pace's answers to the most common questions about this new approach:

### Q. What is group instruction?

A. Simply, it is music lessons which involve more than one child. While techniques differ from teacher to teacher, the groups may number from 2 to 12, the average being three or four students, of comparable musical ability. During the lesson, students alternate in playing, listening, and criticizing. In this manner they develop an ear as well as an eye for music and their insight into musical understanding is broadened.

### Q. What are the advantages of group instruction?

A. Nothing stimulates a child more than seeing the success of someone his own age. Call it "co-operative competition." In witnessing the successes and failures of musical classmates, the young student learns faster and easier than if left to experiment for himself, and group lessons build musical companionships.

### Q. Is "technique" a part of group lessons?

A. Since personal pleasure and satisfaction are now recognized generally as being more important than so-called "technique," which has discouraged so many young students, the general approach to music lessons has changed. In the group lesson, students begin by learning to play tunes immediately. No matter how simple and crude these first attempts may be, the youngster's music lessons begin to mean something to him at the most important time in his musical life—the beginning. Formal scales and exercises are added to enable the student to progress. By this time, he is anxious to proceed and accepts more difficult study as a matter of course.

### Q. How soon should music lessons be started?

A. Generally, a child is ready to begin music lessons as soon as he has

learned to read. Parents often mistakenly believe that children should be well developed physically before beginning music lessons. To a point this is true, but most children are ready for music by the time they reach the first grade. With the help of small instruments, available in most music stores, children can start playing without difficulty. Actually, playing a musical instrument has contributed to the physical development of youngsters, especially in the area of co-ordination.

### Q. Is a special degree of talent necessary to start music lessons?

A. Most parents are overly concerned with the amount of talent they believe their child should have before beginning lessons. Almost every child has a degree of talent and it is important to bring it out. But unless a concert career is planned, unusual talent is actually rather unimportant. Most music teachers today advocate the teaching of music as an enjoyable experience and a personal satisfaction—with little concern as to the degree of talent. Van Clibourns are rare, but almost any youngster can learn to play a musical instrument for his own personal pleasure. Helping him to develop an interest in learning to play an instrument will bring out the talent.

### Q. What do you do if the child wants to quit his music lessons?

A. Before beginning lessons, the



Six-year-old Brian Buck of Flossmoor, Ill., points out some of the finer points of his recital piece, "Donald Dinosaur" to his piano classmates. Enthusiasm for music can be cultivated in a relaxed atmosphere.

child should realize that music cannot be a "one-shot" effort. Help him understand that lessons should be continued for a reasonable period, not just until the newness wears off. If the child still wants to stop, parents could suggest that the youngster talk it over with his teacher . . . even to call him on the phone. Most of the time, this will send Junior right back to his instrument. In most cases, the solution to the problem should be left to the music

teacher and the student. Occasionally the only way out is to let the youngster stop practicing for a while. In cases involving pleasant associations with music groups, it won't be long before he has resumed playing for his own enjoyment.

Even after the child has shown signs of progress, some active effort on the part of parents may be required. Marion Egbert, educational consultant for the American Music Conference

and another leading authority on music-teaching methods, offers these tips for parents:

*Schedule practice sessions as early in the day as practical.* Before school is probably the best time, since the child is fresh and there are few conflicts with other favorite activities.

*Don't let practice sessions interfere with other activities.* As soon as conflicts arise, practice becomes a penalty. Instead, help the child to enjoy music as an addition to his other interests and activities.

*Keep practice sessions short.* Since a child's attention span is generally related to his age, 15 minutes of enjoyable practice at one time is long enough for very young children. In this manner, two or three practice sessions a day are better than one 45-minute session. As the child grows older, sessions may be lengthened.

*Encourage your child.* Learning can be extremely frustrating at times. Continuing encouragement and praise when deserved can do more good than any amount of scolding.

A study performed for the University of Kansas several years ago revealed that musical youngsters generally excel their non-musical classmates in academic achievement, class offices held, and even in such individual sports as bowling, tennis, and swimming. In short, music-making was found to have a positive influence on the over-all personality and character development of school-age children.

## The Good News in Symbols

By Sister M. Loretta, I.H.M., B.A.

St. Matthew Convent, Flint, Mich.

■ WHAT ARE WE doing in our religion classes to make the Good News alive to the children before us? Are we sufficiently instructing the children on each day's Gospel as our Lord's personal message for each and every one of them? What realization and deep-rooted conviction do the children have that Christ is really talking to them; giving them a perfect blueprint of what He wills and expects from them that particular day? The children

must be informed regarding time, place, and circumstance in our Lord's life, but a simple acquaintance with historical data is not sufficient. There must be a clear and intimate knowledge of the Gospel that gradually becomes a penetration leading to imitation.

Have you ever thought of putting the daily Gospel into symbol that it may live for the children in your classroom? A few minutes at the beginning of each religion period can do

wonders. Symbolism is an excellent way of keeping the children conscious of our Lord's message to them, for it can reveal much that would otherwise be missed or forgotten. In each day's Gospel a symbol can be found. We need simply delve for it and then depict it for the children.

For some years I have been delving and have rejoiced to find how much the symbol device aids the children in receiving and living Our Lord's

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special message. The basic idea is flexible and readily can be applied to any level beginning with the intermediate grades, but this article deals with successful experimentation in the fourth grade.

The fourth graders were already symbol conscious without being aware of it. A few preliminary questions on the meaning of safety signs as traffic lights, crosswalk lines, and railroad warnings alerted their symbol sense. Even the slowest among the group could contribute something toward meaningful interpretation of the signs mentioned. We moved the discussion from streets and railroads into school and in no time the children were naming the fire alarm box, exit lights, and especially "Old Glory" displayed in the classroom. Our flag, we discovered was teaching a lesson of valor, purity, and truth as symbolized in the red, white, and blue. This last discussion was the steppingstone that paved the way for the gospel symbol. After the class had interpreted the flag colors, it was easy to show how a simple religious symbol could stand for a personally meaningful religious truth. The children were surprised to hear that even the daily Gospel at Mass can have a sign—a symbol that can be understood and remembered. From the liturgy of the Mass they knew that our Lord is present; what they were not yet realizing was that in the Gospel Jesus talks to them.

Using the Gospel for the fourth day after Epiphany, let us see how this concept was developed. The children were familiar with the story of the Magi's coming. Little historical explanation was needed after the Gospel reading but this was a Gospel rich in symbolism just waiting for discovery! Were not three gifts really symbols? Why were such gifts offered the Christ Child? Some children remembered that gold was brought because Jesus is a King and that incense is burned in praising the true God. Their memories had to be jogged a bit about the third gift being a symbol of preparation for our Lord's sufferings and death. Now they were ready to appreciate "something new" in our classroom—a portion of the chalkboard transformed into an attractive gospel-symbol corner. It looked like the drawing above.

The class easily understood the brief statement of the Good News and comparison of the Magi's gifts with their own. Even the interpretation of the

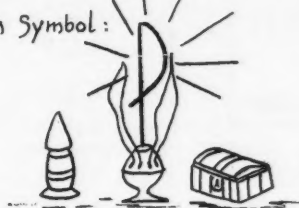


## Today's Mass

Feast: Epiphany—4th. day

*The Good News: Jesus tells us that the Magi offered Him gifts of gold, frankincense, and myrror. Jesus wants our best gifts, too. Today we can give Him our work, prayers, and little sacrifices.*

In Symbol:



Observe the use of the conventional chalice, host, wheat, and grapes in the upper left. This symbol does not change for the semester. Each day the entries for "Feast," "The Good News," and "In Symbol" would change according to the proper Mass.

symbol presented no problem—not even the Chi-Rho, since this symbol was presented earlier in the school term when the children saw it in their religion books. But one look at the board, however enthusiastic, would never do all that I was hoping to accomplish. Lest the children forget the Good News with the conclusion of each religion period, they were encouraged to remember our Lord's precious message by occasionally glancing at the Mass board, perhaps at the beginning of each class period. Since many of the boys and girls usually began their written assignments with the letters J.M.J. (Jesus, Mary, Joseph) or A.F.J. (All for Jesus), why couldn't they place a miniature "Good News symbol" on any paper they wished? That first day most of the children drew a symbol on their arithmetic and English papers!

Another simple device to increase gospel consciousness and symbol awareness was a set of flashcards, just five at the start, as a "review surprise" the last day of that first week. These 5 by 7 cards with gospel symbols were sketched in varied colored ink made

with a felt-tip pen. It is true that the gospel texts had been from the Epiphany Mass with the exception of January 13—the commemoration of our Lord's Baptism—in which occurred some variations. But each day the same Good News was seen from another angle illustrated by a new set of symbols. For example, three crowns and a Chi-Rho was chosen to symbolize our union with the adoration of the Magi. On another day, emphasis was placed on the star as a symbol of faith. A star shining brilliantly, lighting up a path to Christ (the Chi-Rho) depicted this phase of the Gospel. The message from Christ on His baptismal day was evident enough. In His humility, He set us an example that we must be baptized with water and the Holy Spirit. The symbolic Good News for this feast was an illumination coming from a parted cloud, a dove, Chi-Rho, and baptismal shell and water. These symbols presented in flashcard fashion evoked an enthusiastic response. The check-up was both enlightening and gratifying for it proved that younger children can learn to understand liturgical symbols and can remember our Lord's particular message when it becomes alive to them. Invariably, with the flashing of each symbol came responses similar to the following:

"I remember that symbol. *Jesus told me* I have a guiding star too—just like the Wise Men did! It is my faith. The teachings of the Church will lead me to God.

"Oh! that one reminds me of *our Lord telling us* He is pleased when we offer Him our prayers and little sacrifices each day.

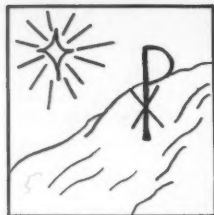
"In that gospel symbol *Jesus spoke to all of us* how we must be baptized with water and the Holy Spirit. I remembered to thank Him many times that day for my own baptism."

Such were their spontaneous replies! The answers were just as spontaneous and even more gratifying when our flashcards numbered about 20 at the end of the first month! Our set could be shuffled, divided, flashed in any order, and still the correct answers came!

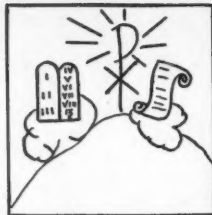
Correlation in the art period proved to be another means of symbol stimulation. Friday happened to be art day. That afternoon, we used the same flashcards for another purpose—this time as models for their own symbols. Each child selected the symbol that meant the most to him personally. However,



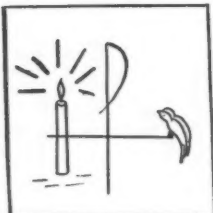
The Annunciation



Epiphany Octave



2nd Sunday in Lent



Candlemas Day



Baptismal Day...



The Ascension

all were encouraged to make original ones if they so desired. We tried to use only the liturgical colors. This was also an opportune time to explain that the Chi-Rho in future symbols would not always be white (as it had been this first week) but would sometimes be green, red, gold, or violet—depending on the theme of each particular Gospel. We evaluated the symbols and the best were displayed on our "Young Artist's" board. During the course of the year, subsequent Sunday symbols and those of major feast days were made with different materials but always with liturgical colors. Thus, material for art class grew out of our "transformed

chalkboard" and our flashcard review.

Can the children really understand the Good News as a true message from Christ represented in a simple symbol? The challenge is: try the symbol method. Valuable source material is readily at hand in *A Catholic Commentary on Holy Scripture* and *The Church's Year of Grace* by Dr. Pius Parsch. Although, teaching the Gospel this way demands considerable teacher preparation at first, it brings almost immediate rewards. Just seven to ten minutes at the beginning of each religion period is sufficient to open the minds and hearts of the children to God's Good News!



"Hail, full of grace," is the song of Gabriel to Mary. A choir stands ready to sing a repetition of the angel's message. The Annunciation scene is part of the Christmas program at St. Patrick's Academy, Sidney, Nebr.

## "Education Pays," Says Archbishop

The following are some of the words of counsel and encouragement which Most Rev. William O. Brady, Archbishop of St. Paul, addressed to his people through his column in the *Catholic Bulletin*.

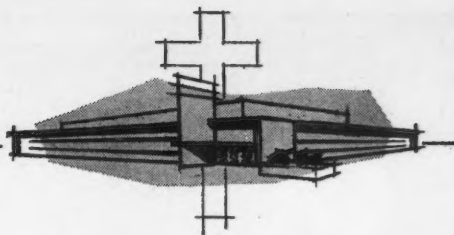
"It is our practical sense that makes us want to know what something costs. Fortunately, in the matter of schooling, we have an attitude of mind that is healthy. We face the costs. We meet them. On the public level we float bond issues to spread the burden over a generation. For private schools, we save and scrimp, play bingo, and dig into the family coffee pot for the extra expenses we had not counted on when we agreed to pay tuition. Our people sacrifice for education. They sacrifice because they are convinced that the annual estimates of costs for schools are not the important thing. Someone recently said in a speech: 'Education doesn't cost. It pays.'

"The parents of today's school children have an understanding that education pays. Otherwise, they would never be as generous as they are to carry a double burden. They subsidize the education of their own children. They are engaged in a great long-term program of providing for the children who will need education some years from now.

"Our parishes, especially our newest ones, have been more than courageous about going into debt to provide school-rooms for the children of the neighborhood. What prompts such action? It means worry for the pastor. It means continual scrounging for funds. It means collections, debt reduction drives, tuition payments, and sometimes precarious financial operations. The only thing that could prompt such parish unity in a project is the conviction that education does not really cost. It pays.

"Education pays off, as the history of this archdiocese shows. Where schools were founded long ago, the people are solid. They are civic-minded as well as Catholic-minded.

"Because education pays in the future, we must not be confused by the statistics of the present. Anything that pays off so handsomely must be a bargain."



# Student Council: *Help or Headache?*

By Sister Elizabeth Ann, I.H.M.

Immaculate Heart College, Los Angeles 27, Calif.

■ GOOD student councils go a long way toward developing that somewhat nebulous, ill-defined thing that we call school spirit. The student council is, first of all, representative of all pupils in school. This implies that elections will be free from faculty domination. While the principal always holds the veto power, he usually finds that when he is forced to use it he has already lost a major advantage. If eligibility requirements are to be set up for membership on the council, such conditions should be determined democratically by teachers and pupils long before the election. The students usually elect suitable officers.

### Representation

If the student council is representative, it should have among its members not only the four traditional officers, but also one person selected from each class and each major club. Because a council of more than ten or twelve members is usually difficult to manage as a closely knit group, it is sometimes advisable to form a senate between the general student body and the council. This group may contain the student body officers and representatives from each homeroom and club. Hence, it may have 30 to 40 members.

### Organization

If the senate form of organization is used, the following policies relative to procedure are in order.

A resolution may arise within any homeroom or club. Upon a two-thirds vote of the group in which it originates, the resolution must be considered by the senate. If two thirds of the senate considers a resolution worthy of being sent to the student council,

such resolution will be forwarded to the council with or without recommendations for action. In this way, any pupil's idea, if it is sufficiently sound to convince a majority of his peers, must be considered by the highest representative group.

The council is autonomous (under the principal) as a lawmaking body. However, its resolutions and requirements must be reported back to the senate once they have been decided. Upon receiving the reaction of the senate the student council need not revise its decision. It will, however, have been given the opportunity to hear what the representatives of the individual students think of the decision.

Resolutions of the council and the deliberations of the senate are reported back to the homeroom or club through the representative. If the senate plan is not used, the policy adopted should provide in some other way for the free flow of information and ideas.

### Responsibilities

The second major criterion of a good student council is that its duties are those which are consonant with the work of the student council. In a student body election one candidate for office pointedly remarked, "What's the use of having a platform when we won't do anything but patrol the halls anyway?" If the student council is to develop leadership it must provide an avenue through which pupils will be given actual responsibilities appropriate to their status as pupils, and it must be a channel through which real decisions will be reached. To be a genuine decision in the eyes of high school students it must make a difference in

future action undertaken by the school or council.

It may be helpful to think of three categories of functions, namely, those which belong to the student council as such, those which are by nature faculty functions, and those which form a borderline between the two.

### Student Functions

1. Working out the activity calendar for the year in conjunction with faculty sponsors, club presidents, and the principal. This may well be done before the beginning of the school year. Details need not and should not be frozen in, but major activities throughout the year can be scheduled ahead of time to avoid conflict and too heavy an activity program at certain seasons.

2. Scheduling of formal club and class meetings to eliminate simultaneous obligations on the part of many students.

3. Planning with the principal the solution of traffic problems. This probably will involve charting seating arrangements in the auditorium and deciding how passages through halls and other heavy traffic areas can be made less cumbersome. It may also involve direction of traffic, but student council members probably should not give out detention tickets for traffic violations.

4. Considering with the principal ways and means of attacking, through example and social pressure, undesirable forms of conduct. Direct attack in terms of reprimands and penalties should be left to the faculty.

5. Sponsoring as a total group certain all-school service functions, such as conducting charity drives. Such





The student council should be representative consisting of an officer from each class and major club. There may be an executive board as well as "senate" of 30-40 members.

campaigns should be very few but vigorous. Their strength will be increased by their rarity.

#### Faculty Functions

Faculty functions should not be delegated to the student council. Members of the council, faculty, and the general student body suffer when such a policy is followed. Administrative functions include policing, controlling school conduct through direct measures, insisting upon respect for authority within individual classrooms, and checking upon completion of assigned work. The teacher who asks a student council representative to give a detention or court slip for undesirable classroom conduct admits his inability to cope with the situation. Moreover, the very pupils who make the most frequent appearances before the student court need wise guidance and sometimes clinical counseling, not corrective treatments administered on the basis of the prudent judgment of seventeen year olds. Hence, the student court, because of its susceptibility to such limitations, has been discontinued in many schools.

#### Borderline Functions

Finally, there are those sometimes troublesome borderline functions which seem to relate partially to the faculty and partially to the student body. These include functions similar to the following:

1. Sharing in the formation of policy with respect to standards of conduct

which will be accepted by the teachers and administrators.

2. Regulation of out of school conduct of students.

3. Formation of policy with respect to amount of assigned work and staggering of assignments and tests.

4. Adoption of band, gymnasium, and other uniforms.

5. Provision of parking space and pooling of transportation facilities.

6. Policy formation with respect to absence and tardiness.

7. Policy relative to graduation requirements and program of studies.

8. Provision of adequate guidance facilities, housing, and other improvements in the school.

Functions in this third category are vitally important to students, and nevertheless several of them are definitely faculty functions. It is suggested that the student body be empowered to petition the faculty for a consideration of problems similar to these and that provision be made for discussion of the topics in meetings attended by the faculty and by the student representatives. It is recognized that the final decision in most of these matters must be in the hands of the faculty. However, joint consideration of many of them provides one of the most important avenues for leadership development open to a school principal.

#### Last of All — Finance

Would that Kipling's, "East is East and West is West . . ." were true of student body funds and regular school

funds. To combine these two accounts in any way is usually to invite difficulties of many kinds. Very wisely have the legislatures of most states made mandatory the complete separation of such monies within public high schools.

Experience has been a difficult schoolmaster in this area of the secondary school program. On the basis of lessons learned by many administrators in their work with student-body government, the following procedures are suggested:

1. School funds and student-body funds should never be combined. If possible they should be placed in separate depositories.

2. Regular bookkeeping procedures — preferably double entry — should be used in accounting for student-body funds.

3. All monies received should be deposited immediately and carried through the books. Small change "cigar boxes" should be eliminated. If a revolving fund is needed, it should be set up at regular intervals through a check drawn for that purpose and the fund should be reimbursed at stated intervals. Items purchasable through this money must be specified by the student council and their costs should be charged against the appropriate expense classifications at the time that the fund is reimbursed.

4. All disbursements should be made on checks signed by a student officer and a designated faculty member.

5. Dues or other money collected by individual clubs should be deposited with the student-body treasurer. Although a common depository is employed, separate accounts should be kept for each organization. Individual clubs should also keep an account of their own funds and receive periodic reports from the student-body treasurer relative to their financial condition. No pupil should keep student-body money in his possession overnight.

Clubs desiring to use their funds should present a requisition signed by an officer and the sponsor to the student-body treasurer 24 hours ahead of time if possible. A definite time and place probably should be arranged for the collection of requisitions and for disbursements.

6. A yearly audit of student-body books should be made by an outside agency.

7. No money should exchange hands without a prenumbered receipt.

8. Those who handle student-body funds in amounts of any consequence should be bonded. This procedure usually protects reputations as well as funds.

9. In cases in which the student body sponsors an activity to provide additional funds for the school itself, student officers should handle the money as they would for any other student program. The proceeds from such a function should be deposited in the student-body funds as a debit. A check for the same amount may then be written against the funds and presented to the school. This provides a complete history of the transactions and eliminates doubt in the minds of pupils and staff as to the actual amount realized.

10. Gifts to the school made by the student council or the senior class should be the choice of the council or class. While the faculty may well decline a "white elephant" for the school foyer, faculty dictation as to the one gift which will be accepted from the students is unfortunate.

#### Function of the Sponsor

While these suggestions do not provide a cure for all student council headaches, they probably indicate important areas for developing responsibility and leadership among pupils. In relation to student-body finances, the sponsor retains his customary function as counselor, guide, and in rare instances as "emergency fuse." He should not attempt to coerce student body policy with respect to choices between legitimate uses of funds collected, nor will he engage in a kind of "double talk" which pays lip service to student leadership functions as it concurrently ties the hands of student officers. On the other hand, he will not fear to voice his opinion as the representative of the school administration.

Training in wise business procedures, providing genuine opportunities to plan the student program with the faculty, considering with students decisions which involve genuine consequences in action—through these avenues the student-body organization can become a real workshop of democracy. On the other hand an elaborate machinery which does not function becomes a mockery. Democracy is in the operation, not necessarily in the organization of the student council, although a very poor organization practically precludes the possibility of democratic functions.

## A high school Christmas program

# Our Offertory

By Sister St. Eva, S.C.I.M.

Good Shepherd Convent, Biddeford, Me.

### WHAT IS A SACRIFICE?

NARRATOR [*speaking in front of closed curtains*]: This afternoon, as a climax to our study of the Mass, we wish to bring home to you the importance of the Offertory in the Sacrifice of the Mass. If we understand our part in the Offertory, we can understand the whole Mass.

First, let us consider the meaning of "sacrifice." You remember that "sacrifice" means a giving and a receiving. In the Mass, we give to God ourselves and God to us Christ His divine Son.

Sacrifice is something natural for man. Mankind of all ages, races, and creeds has offered itself through tokens of sacrifice to a diety. The ancient Egyptians carried food down the Nile to gain the favor of their gods; the Greeks and Romans poured out libations of wine on the ground; the Jews sacrificed a lamb to Yahweh.

Sacrifice is a way of speaking to God in sign language; it is a way of saying "yes" to God's will. The external, material gift represents our interior self-donation. It must be sincere if it is to be acceptable to God. Let us recall some Old Testament sacrifices. We see a humble shepherd called Abel. Abel, Holy Writ tells us, "offered of the firstlings of his flock, and of their fat: and the Lord had respect to Abel, and to his offerings." [*Curtain opens on tableau of Abel offering a lamb to God.*] Jehovah, as God was called then, was pleased with Abel's sacrifice because Abel was sincere. Abel was a shepherd, therefore he gave his best lamb. He made to God an offering of those natural things which formed the basis of his livelihood. Are we always concerned about giving our "best" to God at "all" times? [*Curtain closes on last words.*]

As the years pass, we see innumerable figures offering sacrifices—not "all" of them, however, to Jehovah. For man has become corrupted and has turned his

heart from his Creator and degrades himself by offering sacrifices to ugly idols of his own making. In the Book of Malachias we read that God was angry at man for these actions. His sharp words ring true even in our own twentieth century: "To you, O priests, that despise My name, and have said: Wherein have we despised Thy name? You offer polluted bread upon My altar, and you say: Wherein have we polluted Thee? In that you say: The table of the Lord is contemptible."

Even human sacrifices were being offered to Moloch right near Jerusalem. God took care to reveal in clearest fashion His prohibition, not to say abhorrence, of such offerings. Remember the strange scene of an aged man with his young son. They are going up the mountain. They had left home three days ago, for the father had a mission to fulfill. Let's listen to their conversation as they are about to reach their destination.

[*Curtain opens. Abraham and Isaac are walking . . . silent . . . Isaac is carrying a load of wood . . . Abraham prepares the place for the sacrifice slowly . . . music in background . . . music fades.*]

ISAAC: My Father.

ABRAHAM: What wilt thou, Son?

ISAAC: Behold . . . fire and wood: Where is the victim for the holocaust?

ABRAHAM: God will provide Himself a victim for an holocaust, my Son.

[*Abraham places Isaac on stump and is about to strike when an angel appears and stops his uplifted arm.*]

ANGEL: Abraham, Abraham.

ABRAHAM: Here I am.

ANGEL: Lay not thy hand upon the boy, neither do thou anything to him: Now I know that thou fearest God and hast not spared thy only begotten son for My sake.

[*Curtain closes. Music in background.*]

**NARRATOR:** We know that God's last-instant intervention in supplying an animal as victim in no way robbed Abraham of the merit of *being willing* to sacrifice his son. In fact, Holy Writ says he won before God the reward of actually sacrificing his son. Are we willing to give up what we hold most dear—our own lives, if need be, or our own wills—to accomplish God's will? *[Music.]*

And now we see another imposing figure, one about whom we know very little. It seems as though he has no name of father, or mother, no pedigree, no date of birth or death. His name is Melchisedech. His name means "the King of Justice," and further we find that he is the king of Salem, that is, of peace. But why should he, of whom we know so little, interest us? Melchisedech stands eternally a priest, the true figure of the Son of God. How? Melchisedech offered bread and wine to God.



**Melchisedech's offering of bread and wine.**

*[Curtain opens . . . Melchisedech stands with arms uplifted . . . with small loaves of bread and wine near him . . . attitude of offering.]*

The bread of his offering symbolizes his flesh and the wine the life-giving blood of his body. The bread and wine were the means of life for Melchisedech, and so in offering them to God he seemed to say: "It is bread and wine that keep me alive. If I give God bread and wine, it will show that I love God more than my life. It will be a sign that I love God so much that I would even give Him my life." *[Curtain closes on musical strains in the background.]*

And so, Melchisedech is remembered every day at Mass and will be honored till the last Mass is celebrated, as the prototype of the one and only High Priest—Jesus Christ.

As God had promised Adam and Eve after the fall that He would send a Redeemer to save the world from the snares of the devil, so after 4000 years of patient, and perhaps impatient, waiting there appeared on our earth One who was to become the perfect Victim. Angels heralded the birth of this Emmanuel by the beautiful words: "Glory to God in the highest; and on earth peace to men of good will." Christ on coming into the world said to His Father: "Sacrifice and oblation Thou wouldest not: but a body Thou hast fitted to Me. Holocausts for sin did not please Thee. Then said I: Behold I come to do Thy will, O God."

*[Here a Nativity scene may be presented or simply a chorus singing the Gloria. Music to denote lapse of time.]*

### THE FIRST MASS

Thirty-three years later, one evening, in the silence of one great supper room, the twelve Apostles and their Master assembled. Bread and wine were blessed . . . distributed . . . first Mass . . . first Communion . . . Union. First perfect profession of Love offered . . . first unbloody Mass. And Jesus said to His Apostles: "Do this for a commemoration of Me." A few hours after this memorable moment another Mass was to be celebrated on Calvary. "Greater love than this no man hath, that a man lay down his life for his friends." By this act Christ said to us: "Full willingly shall I be the Lamb of God bearing the sins of the world, the clean oblation offered from where the sun rises to where it sets, and the children of adoption shall be our royal priesthood, eating My Flesh and drinking My Blood, worshiping everywhere in spirit and in truth, that they may be made sharers in spirit and in truth, that they may be made sharers in Our Godhead in consequence of My now taking up their manhood," "Do this for a commemoration of Me."

### OUR SUNDAY AND DAILY MASS

So through the centuries of war, of peace, Christians have eaten this Bread, which made them one in Body and have drunk this Blood which made them strong against the forces of evil. When the early Christians offered their sacrifice they brought their own bread and wine which was to be used at Mass. This was the custom till about the eighth century when Mass stipends came into being. We give a coin at the Offertory collection. This coin, symbol of our

interior self-donation, is our part in the sacrifice; it is our contribution to the bread and wine used in the sacrifice. The amount given does not matter; what matters is the love which animates the giving. "God loves a cheerful giver."

Let us consider a little more closely what our "offertory," our "offering," our "sacrifice" should be at Mass. How can we, poor little beings of a day, unite ourselves and our actions to the One Eternal Being? How can we live our Mass? Live the only important action which counts? We are told to pray always. How difficult this seems to our weak and lazy mind. But let us wake up to a deeper and fuller significance of the Mass; let us try to understand that our morning Mass, co-offered and enriched by our conscious contribution of sacrifice, is a living experience or prayer. Remember we said it was of utmost importance to offer oneself, one's labor, talents, and sufferings, in union with one another, and together with Christ, the Divine Victim in the Mass. We must give ourselves . . . we must give in order to receive a return gift from the eternal Father, namely His Son, in the Mass. We must give together with others, corporately, as a body, the Church. When the bread and wine are lifted up at the Offertory, we must offer the bread as the symbol of our labor and the wine as the symbol of our suffering.

### WE OFFER OUR DAILY WORK

**NARRATOR:** But what have I to offer to God? Let us see what we offer to God. *[Altar at rear of stage. As each character comes on stage, the narrator explains the symbolism of what she is carrying and offering.]*

1. *Nun [carries cross and rule book].* The religious offers her cross, symbol of her devotion to her vows; and her rule book symbolizes the living of her Holy Rule in the spirit of her congregation.

2. *Teacher [carries globe].* The globe symbolizes the knowledge which she imparts to children.

3. *Mother [with her children].* This mother offers her children, entrusted to her that she may prepare them for eternity.

4. *Small Children [with mother. They carry toys].* And the children themselves offer what is dearest to them—their toys.

5. *Nurse [carries her cap].* "As long as you did it to one of these My least brethren, you did it to Me."





The individual offerings of the students are piled before the altar at the closing scene.

6. *Housewife* [carries bread]. All the actions of the housewife take on a new meaning when they have been placed on the paten and in the chalice at Mass.

7. *Waitress* [carries menu card]. Have you ever thought how a waitress's day can be completely changed when it is begun at the foot of the altar? Every step taken and every word spoken is turned into gold stored for eternity.

8. *Stenographer* [pad and pencil]. Shorthand? Yes even shorthand becomes an act of love of God.

9. *Soda Jerker* [scoop and container]. No, we are not going too far: All her scoops of ice cream can merit for eternity when they are included in her offering.

#### WHAT ABOUT A STUDENT?

NARRATOR: But you ask, "Where do we come in? We are not nuns, nurses, teachers, or telephone operators—we are only students in school." Correct! We left you for dessert. Here is how you can live the Mass. Open your eyes and ears; don't miss anything:

[In this part of the program, each student speaks her own lines as she comes with her offering.]

GIRL WITH ASSIGNMENT PAD: Receive, O Holy Father, together with this spotless Host—and I hope there is room for all of it—this homework I must do today. You know I dislike it, but here it is just the same.

GIRL WITH PEN AND PAPER: Here, Lord, is everything I shall write today; and do help me to improve through these 40 minutes again today. Help me to be attentive. Lord, it is all Yours.

GIRL WITH BIOLOGY BOOK: This, Lord, is my favorite subject. Thank You for

making all the things we study in biology. I am giving them all right back to You this morning.

GIRL WITH HISTORY BOOK: Help me, Lord, to live through these 40 minutes again today. Help me to be attentive. Lord, it is all Yours.

GIRL RUBBING HER EYES: Dear Lord, I'm really here You know. It was hard for me to get up in time to attend this Mass. Tonight I'll sacrifice my favorite TV show so that tomorrow I'll have more pep. Good morning, Lord—here's my day.

GIRL WITH LIBRARY BOOK: Accept, Dear Lord, this book I'm reading. It is so interesting that I'm tempted to read it instead of preparing my lessons. Give me courage to put first things first.

GIRL WITH FLAG: Someone has said, "If you are a good Catholic, you cannot help being a good American." Help me, Heavenly Father; I offer You both my faith and my patriotism.

GIRL WITH REPORT CARD: I received my report card yesterday, Dear Lord, and I'm on the honor roll. Thank You. The only way I can say "Thanks" is to give it right back to You. Please help me to keep my record good; without Your help, I am just zero.

ALL: Accept, O Holy Father, almighty and eternal God, this spotless Host, this homework, this writing, this history, this biology, my early rising, my faith and patriotism, my report card, which I Your unworthy servant offer unto You, my living and true God.

[Curtain . . . soft music during this last recitation.]

NARRATOR: But all is not just schoolwork in a student's life. There is work to be done at home; and these actions

must be integrated at the Offertory. Here are some of these actions which may be placed on the paten:

[Curtain opens on same setting . . . soft music.]

GIRL CARRYING BROOM: It's Saturday today, Lord, and I did feel like sleeping, but I'm glad I came to Mass. Mother isn't feeling very well this morning, so I told her to rest and that I would do the housework when I come back. Help me to do my work so that Mother will not have to do it over.

GIRL WITH NEEDLE AND THREAD: See, Lord, what a selfish child You have. I love to sew a new dress for myself, but this morning I refused to sew on a button for my brother. I'm sorry, Lord; please accept my sorrow; I will sew on the button when I get home.

GIRL SHOWING WORD "AGREEABILITY": Lord, I am just a little shy in offering You this . . . it seems sort of silly. But You know how important it is for me to be agreeable. It seems that as soon as I put my foot in the house I become argumentative. Lord, it was better yesterday; help me again today.

ALL: Accept, O Holy Father, this broom, needle and thread, agreeability, for my own countless sins, offenses, and negligences, and for all here present. [Curtain . . . Music.]

NARRATOR: Modern students do not spend all their time studying or working. They have a program of social affairs. Since these are quite important, they should be represented in your morning offering at Mass. [Curtain opens . . . music.]

GIRL WITH TELEPHONE: Please, Lord, when Pat calls tonight don't let me listen to all her gossip. I like to talk with

her, but You know what happens, sometimes — I don't want to be uncharitable. Please help me to be firm without getting angry.

GIRL WITH TICKET: You know, Lord, I couldn't resist buying a ticket to the basketball game. Give me a real good time, Lord, and remind me not to do anything that would offend You.

GIRL WITH COKE BOTTLES: Is there room, Lord, on the paten for a bottle of coke? I know there is, but I ask You to take also all that goes with it: The chatter of us girls when we meet at . . . . Help me, Lord, to be ladylike always. Help me to remember that You are with me. Help me to have enough spunk to tell off some others without offending.

GIRL CARRYING GOWN: Look, Lord, I've just finished my gown for the formal Saturday night. Will Your Mother like it? I had to make it myself. You know because today it is hard to buy one that spells "modesty." And will Bob like it? I do so want to make a good impression. He is a good boy; isn't he? And You made him think to ask me. You know I was hoping and praying he would. Will You come with us, Lord? Here, take Bob and take my gown, and our whole evening, bless them for us.

ALL: Accept, O Holy, Father, my phone calls, my manner of dressing, my gatherings, my dates, all my amusements . . . also for all faithful Christians living and dead, that it may avail both for my own and their salvation unto life eternal. [*Curtain . . . music.*]

NARRATOR: These are but a few experiences that may occur, day in and day out, as part of our daily life as students. What a transformation would be effected in our way of acting, talking, and thinking if only the Offertory were a vital part of our day.



A mother's offering.

# Reverence for Life: a Method for Teaching Science

By Sister Alice Marie, O.S.B.

Mt. St. Scholastica, Atchison, Kans.

■ ONCE I heard a highly respected college dean say that a good teacher is *competent, clear, concerned*. Impressed by her statement, I began to plan my teaching with those three C's as my goal. Because these C's are basic to the methods I use in all my classes, I shall explain them briefly.

Competent teaching grows out of two major factors: (1) a thorough knowledge of subject matter, which presupposes antecedent-concurrent-perpetual study, and (2) careful, systematic, preclass preparation and interesting class presentation. This second factor is almost a guarantee for clarity in teaching, too.

Now let's suppose it is August, 1962, and we are making plans for our physics and biology classes. The first step in preparation is to determine the objectives. With slight modifications I can use the same set for both classes. After careful consideration you will select yours just as I did mine.

## Objectives in Studying Science

I. In biology, aim to give students knowledge of, appreciation of, and reverence for life. In physics, strive for (1) knowledge that associates, not just accumulates facts; (2) independent thinking that precludes gullibility but has respect for the opinion and work of others; (3) power to solve problems and predict results.

II. Fosters joy in learning.

III. Acquaint students with "makers of biology" and men of science.

IV. Develop scientific attitudes and creative scientists.

These objectives, which I have arranged in what I consider their order of decreasing importance, contain my own personal aims as well as the aims that I have for each student. I think students should know these objectives, and usually I give them to my classes at the first regular class period. As I wrote this article I decided to post them this year. Periodically I would

have the class evaluate our success in attainment, and make suggestions as to additional or more effective means to attain them.

## Knowledge and Reverence for Life

With this as introduction, we are ready to discuss the first objective in biology. Aim to give students knowledge of, appreciation of, and reverence for life. Knowledge is essential for appreciation just as it is for love, so we begin with it. As students grow in knowledge of life, they must also grow in reverence and appreciation for it. We shall need to remind students that all life — human, animal, plant — is God's handiwork. That is reason enough to respect it. As regards human life, we probably shall need to review the doctrines of the Mystical Body and the Divine Indwelling and show our students that we are the finest things that God has made. We should try to make them humbly proud.

Reverence is not a modern day virtue, so we shall certainly have to emphasize this respect and reverence for human life by Gospel stories that show how Christ takes as done to Himself what is done to others. We can use short effective examples from the lives of saints and great men to emphasize this same idea. Very surely we are doing something positive toward establishing or strengthening moral principles as we lay the basis for reverence.

An assignment in Genesis on the creation would be an appropriate outside reading in the beginning weeks of school, and you may ask students to note the specific works of God's creation. As you check their lists, point out that God in His goodness entrusted man with the wonderful things He made. This is an opportune time to say something about conservation, too, and a field trip would be a valuable follow-up for the readings in Genesis. It offers opportunity to show how we



At St. Patrick's Academy, Sidney, Nebr., Sr. Michaeline and Rev. Vincent Pelster, the pastor, supervise a physics experiment.

respect life even as we gather specimens for study. For example, remind them to limit the number of samples that each one gathers, and show them how to get their specimens without deforming or ruining the plant.

Field trips and the specimens brought back to the laboratory make such abstract things as knowledge, appreciation, and reverence almost tangible. Just take a ripened milkweed pod, open it carefully, and let the class see the perfection with which each silken strand is laid. There are really hundreds of brown seeds packed so neatly and compactly in their unique gray-green case as to defy even the skill of Oriental fingers. On a spring field trip gather a few leaf buds—hickory and horse chestnut are especially good—and let the class unwind the soft velvet scales that protect the potential leaf.

I have never had a class yet that would not be almost in awe as they examine for the first time an Easter lily, a tulip, or an iris. In these three flowers colors run the gamut of hues from translucent and satiny white through intense purples, flaming reds, and modest pinks. Add to these colors the delicate but well defined pistils and stamens and you have something of compelling beauty. Surely if any class has a burst of glory in it we have it in the study of flowers.

Then as they explore a drop of water through a microscope, and students get their first look at protozoa, or as they compare the pollen grains

of flowers, study the stained cross section of stems or leaves, they begin to see what life and beauty are and they want to know more.

Early in the biology course I tell students that any living specimens brought to high school must be in containers that make the animal comfortable. I remember a sophomore's bringing his unusual "bug" in his mother's best salt shaker. Of course I discourage such containers, even though they are admirably adapted to admit air.

A planned dissection or demonstration is another source of knowledge and reverence. Part of that planning should include instruction on care of equipment and use of the microscope. Instructions will be more effective, I think, if we quote the prices of a few articles—microscope, slides, ammeters, balance, etc. Show them that if money must always be used for replacement then the laboratory can never grow.

Along with an admonitory talk on care of apparatus, I ask them to tell me what they expect to get from their dissections. Answers are usually satisfactory, sometimes surprising. Then I add the caution that dissections are delicate operations. Carefulness is essential or small and delicate organs will be so distorted as to be valueless for study. Students are wonderfully cooperative and I enjoy their quiet remarks as they proceed.

Last year I was amazed and pleased to see a restless boy suddenly become a serious surgeon as he began work on a frog. "Scissors," he said professionally and his partner, the nurse, handed them just touching the handles. Then in quick succession there was a call for scalpel, needle, and forceps. A tense silence followed and then the diagnosis, "Gall stones!"

A little praise for a student who removes a frog brain or heart "in toto" will do marvels. Very soon you will have six brains and more hearts—frogs', of course.

A teacher's attitude is very important. He may never grow accustomed to the beauties of nature. In fact, I wonder how he could. Each time that I prepare the microscope for my beginners I am in admiration at the delicate structure of so simple a thing as a butterfly wing, and I still search for vorticella in a drop of water like men panning for gold. Mystery, beauty, artistry, all the wonders of nature are the heritage of the biology teacher.

## Motivation

In the *Idea of a University* Cardinal Newman wrote that knowledge is its own end. I think we have half forgotten that fact. I really do not think that we motivate our students sufficiently. We don't make them want to study for the sake of study. I was happy to see a similar idea expressed by Doctor Seaborg in his address to the 20 Annual talent Search winners published in the March 18 issue of the *Science News Letter*. "Students need to feel," he said, "that what they are doing is of some importance apart from the money he or she will get from his work."

It is part of motivation to convince students that everything worth learning has value in itself. Study and the knowledge that results from it makes our experiences richer, our lives more refined, our contacts with others more fruitful and gracious, and our understanding of them more complete.

Our motivation is most effective, I think, when it is done indirectly. We do this when we make our classes a happy experience. You know there is a way to insert a related incident, an experience, even a joke that lightens the hour and makes learning easier.

Motivation starts with the teacher. His work must be organized and he must give his best, day after day. But motivation is not just organization. The personal element plays an important role. So use the easy but powerful little means of complimenting a student who shows improvement, who suddenly appears with one neat paragraph where formerly he had none. Notice a new word that a student has used in an oral answer and commend it.

We are motivating students when we demand A work for A grades, when we talk up rather than down to them, and when we refuse work which is not representative of a student's ability. Teenagers really want to be challenged; they also want to achieve, so we must arrange assignments in such a way that all will strive for something, and that the slow and average will not be frustrated. Don't be discouraged if students do not respond during the first week nor even during the first month.

## Scientists and Their Work

Acquaint With "Makers of Biology." We could use creativity to advantage here and we might adapt it just for A and B students. Suggest that students make cuts from De Kruif's *Microbe Hunters* and dramatize them in class,



or impersonate an important scientist, using his eccentricities of dress or manner, or be so made up as to portray something peculiar to him. I am thinking of the hands of Robert Koch.

There is another interesting way to associate men and their discoveries. Pretend your students are reporters for a prominent newspaper and give them the job to write the front page article on a man and his discovery. Or you might give the headlines and let them write the story: "Sir Joseph Lister, English Surgeon, Sees Antiseptic Surgery as Answer to Post Operative Infections." "Louis Pasteur, Man of Science, Today Became Silk Worm Doctor." "Emil von Behring Uses First Diphtheria Antitoxin in Desperate Effort to Save Small Child."

Interviews are still another means to carry out this objective. You will enjoy the results of these assignments. Objection! You say, "Some students do not know anything about journalism." That is true, but if these are assignments for the best students, then they should be able to help themselves by references.

### Develop Scientific Attitudes

I shall include a brief discussion of the last objective as I develop the same directives in physics. I say, briefly, because often just one idea will start a whole chain of new ones in the reader, and this is far more valuable for him than getting them from someone else.

The first aim in physics is a veritable Gibraltar, but it keeps the teacher alert and growing. I state it in three parts thus: Strive for (1) knowledge that associates not just accumulates facts; (2) independent thinking that precludes gullibility but has respect for the work and opinions of others; (3) power to solve problems and to predict results. This is really a big order. To help us, students must read wisely, widely, and thoughtfully. Professor G. Polya has a little book, *How to Solve It*, which has some good suggestions in the first 40 pages for developing the power to solve problems. He suggests that the teacher ask the students the question he would ask himself if he were solving the problem, that the questions be general, and that the teacher be careful not to do too much for the student. His key questions run something like this: What is given? What are the conditions? What do you want to know? Do you recall a similar

If our students are to master problem solving and independent thinking, then they will need to work many thought problems and offer word solutions for thought questions. The PSSC physics has a section, "Home, Desk, and Lab," after each chapter which is excellent to further this aim. In connection with problem solving, I think we should develop formulas in class. Begin with a very simple one like  $d = vt$  and show how we arrive at  $d = \frac{1}{2}at^2$ . As the year advances, stu-

dents will show heightened interest and increasing ability to develop, step by step, more complicated formulas.

### Joy in Learning

Although I have listed Joy in Learning above Developing Scientific Attitudes and Creative Scientists, I will consider it last. So how do we go about realizing our last aim? Perhaps I should define the term creative scientist. I shall use Dr. Seaborg's words to do it. He says, in the speech already quoted, that the creative scientist "is a dedicated person of great natural intelligence who has been trained thoroughly and is hard at work on the frontiers of science. He is searching for new facts, or for new and better explanations of the natural phenomena he sees around him." Then further on he lists the requirements for a creative scientist. They are four. Intelligence, not genius, is first. "The great bulk of science has been done," he says, "by men of better than average intelligence but who were by no means in the category of Einstein, Bohr, and Fermi." The other factors are motivation, training, and hard work.

In the laboratory insist that students follow directions exactly, record data on bound paper, not on loose pieces, and do independent work. Ask them to offer reasons for their errors and make them so dissatisfied when their results fall outside the accepted error range that they will want to repeat the experiment. This is a part of the work of which Dr. Seaborg speaks and there is no substitute for it, either for teacher or student.

In problem analyses there is need for logical and neat solutions. If students have not been taught scientific notation and how to cancel units then this is the time to teach them. Again use simple problems as a base and gradually you will see students use both with

ease. It is really fun to cancel units when there is a string of them. Just try it for yourself!

We shall have to deduct in tests if they fail to cancel these units. We should explain to students that this is not at all a kind of personal revenge, but rather, it is a means to make them careful and to ensure their carrying this information into later work. This is a part of that concern for our students that we mentioned early in this article.

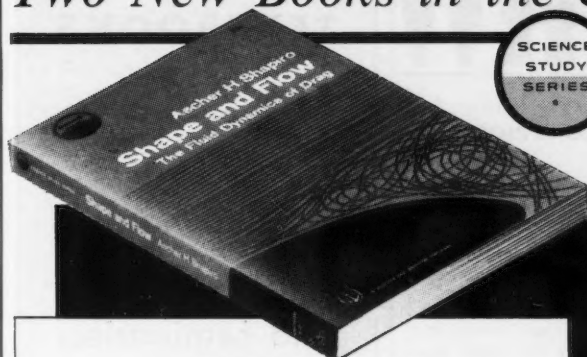
I have never seen *Intellectual Joy* or *Joy in Learning* in any set of objectives but I felt it should have been there, and I think we are justified in giving it written expression. Joy in learning follows from good pupil-teacher relations and competent teaching. On the part of the student this implies confidence in the teacher's ability, respect for his person and orders, and assurance that the teacher is genuinely concerned with his fullest physical, mental, and spiritual development. Joy in learning implies achievement and a kind of anticipation for each class, for daily and long range assignments, even for extra work.

A few suggestions as to how we might stimulate such anticipation are: post daily or long-range assignments in such a way as to create curiosity or wonder; do tests in unusual folders—Christmas cards, holiday symbols, etc.; devise clever reviews; prepare pupil or teacher demonstrations; relate little stories; use oral or written comments of praise for work well done and for sincere effort; be just, be fair, be concerned; convince students that you believe in them, that you want to help them attain their best.

As a final word about the C's, I should add that to insure clarity in teaching, we need to be specific as to deadlines, and we need to acquaint the class with what we expect in development and length of assignments. If possible, post the daily and long-range assignments at the beginning of each new week or period. Anticipate student difficulties, allow a short time for reasonable questions, and give just enough help to enable the student to help himself.

I think we science teachers might say to our students what Mr. Kennedy said to the nations in his inaugural address, "Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce." This is a great challenge.

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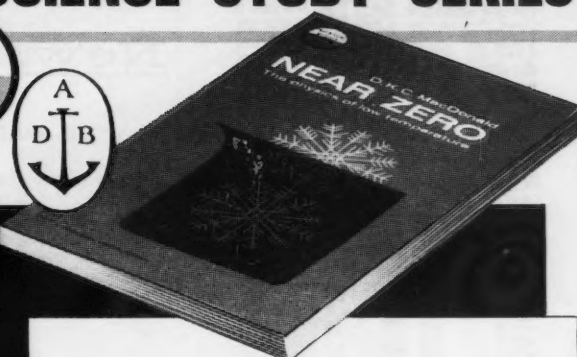


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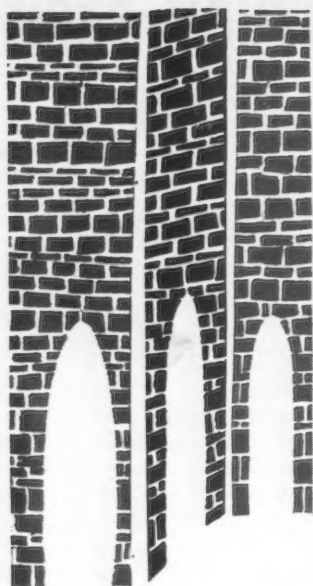
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**News**



**AD MULTOS ANNOS**

★ **SISTERS OF ST. BASIL THE GREAT** marked their 50th year in the United States on October 1, at Jenkitown, Pa. The community was founded in Philadelphia in 1911. The community was organized in Greece in the fourth century and in the tenth century spread into the Ukraine.

★ **THE MISSIONARY SOCIETY OF THE PRECIOUS BLOOD** celebrated the 100th anniversary of the foundation of its major seminary and headquarters at Carthagen, Ohio, on October 10.

★ **THE PONTIFICAL INSTITUTE OF SACRED MUSIC**, celebrated its 50th anniversary at Rome, Italy, on November 4. The only school of sacred music in the world to carry the title "Pontifical," it has graduates in 53 countries and numbers among its alumni experts in 74 religious orders. It was established in 1911 by St. Pius X.

★ **The 1100 member CONGREGATION OF THE SISTERS OF LORETTO AT THE FOOT OF THE CROSS**, founded in the Kentucky wilds, inaugurated its sesquicentennial year at Nerinx, Ky., on October 2.

★ **SISTER M. JOANNA, O.S.F.**, observed her silver jubilee as a School Sister of St. Francis in August. For the past several years she has been teaching business education at Alverno College, Milwaukee.

★ **BROTHER OMER MALACHY, F.S.C.**, celebrated the 50th anniversary of his entrance into the Congregation of the Brothers of the Christian Schools. He has followed a career of instruction and direction in some 14 schools of the Christian Brothers, located in New York and Michigan. He specialized in the field of languages.

★ **REV. JOHN A. TOBIN, S.J.**, student counselor at Boston College Law School, observed his golden jubilee as a member of the Society of Jesus on September 30, at Newton, Mass. He has been at Boston College for 36 of his 50 years as a Jesuit, and has been counselor to law school students since 1954.

★ **REV. LAURENCE P. WHITE, S.J.**, celebrated his 70th anniversary as a member of the Society of Jesus on September 11, at Loyola university in New Orleans, La. He is 90 years of age. In 1904 he assisted in the opening of Loyola college, forerunner of Loyola university, and taught there until 1907. Father White has taught at Jesuit institutions and worked in Jesuit parishes throughout the Southern province. Still active, he now resides at the provincial's residence in Ponchatoula.

★ **BROTHER AMATOR LEO, F.S.C.**, who taught for 20 years at La Salle Military Academy, Oakdale, L. I., celebrated the 50th anniversary of his reception of the Christian Brothers' habit at Providence, R. I., on September 23.

★ **REV. CHARLES J. FOLEY, S.J.**, celebrated his golden jubilee in the Society of Jesus

(Continued on page 49)

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## NEWS

(Continued from page 48)

on Sunday, September 17, at New York. He has taught philosophy at Fordham University and Canisius College. For the past 30 years he has been stationed at Georgetown University where he taught psychology and metaphysics, and is presently director of university development.

★ **REV. JAMES M. KILROY, S.J.**, former provincial of the New England Province of the Society of Jesus, celebrated the 50th anniversary of his ordination on October 1. Since 1937, Father Kilroy has been spiritual father to the community at Boston College, except for a brief period as assistant rector of Weston College in 1945.

★ **BROTHER NICETIUS GILLESHEIMER, O.S.F.**, observed his silver jubilee as a Franciscan Brother of the Holy Cross at Springfield, Ill., on October 4. He has served 11 years as woodworking instructor and 12 years as bookkeeper at St. James Trade School in Springfield.

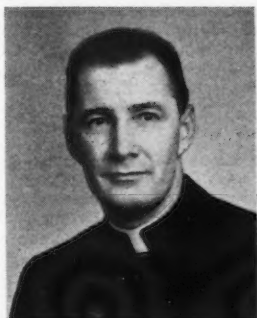
### HONORS AND APPOINTMENTS

#### CAIP Peace Award

**RT. REV. MSGR. LUIGI G. LIGUTTI**, director for international affairs of the National Catholic Rural Life Conference, on October 28, became the tenth recipient of the annual award of the Catholic Association for International Peace. Msgr. Ligutti is also the permanent observer for the Holy See to the UN Food and Agricultural Organization.

#### Diocesan Superintendent

**REV. GEORGE E. MURRAY** is the new director of schools for the Diocese of Manchester (New Hampshire). Father Murray, who has been assistant superintendent since



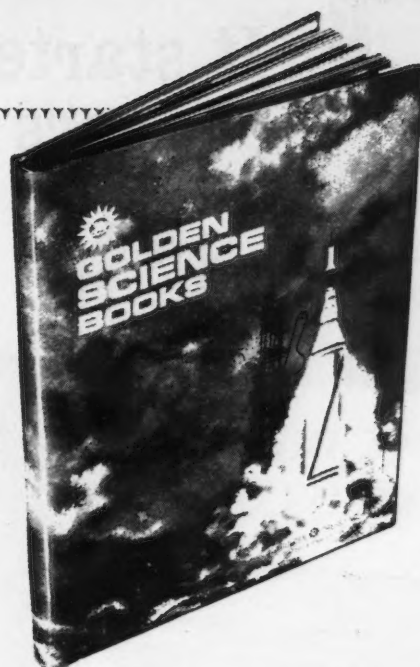
**Rev. George E. Murray**  
Superintendent of Schools  
Diocese of Manchester

1958, succeeds **VERY REV. MSGR. LAWRENCE R. GARDNER** who has been appointed pastor of St. John's Church, Concord, by the Most Rev. Bishop Ernest J. Primeau. The new director holds a Ph.D. in education from Boston University. He will continue to serve as chaplain of Notre Dame College in Manchester.

#### New President

**SISTER M. ZYGMUNTA, C.B.S.**, has been appointed president of Alvernia College, Reading, Pa.

(Continued on page 50)



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## NEWS

(Continued from page 49)

### Catholic Action Medal Awarded

DR. STEPHAN KUTTNER, an expert in canon law who fled Nazi Germany in the 1930's, was presented the 1961 Catholic Action Medal of St. Bonaventure University at St. Bonaventure, N. Y. Dr. Kuttner has been a professor of the history of canon law at Catholic University of America, Washington, since 1942. He is the founder and president of the Institute of Research and Study in Medieval Canon Law.

### Gets Research Post

DR. CHARLES M. HERZFELD was appointed to a top post in the critical area of research for defense against atomic missiles by Secretary of Defense Robert McNamara. Dr. Herzfeld, at 36 one of the nation's most prominent younger scientists, is president of the Catholic Association for International Peace and is widely known for his work in international relations and philosophy, as well as the physical sciences.

### New President

MSGR. IRENÉE LUSSIER, D.P., rector of Montreal University, has been elected president of the newly formed Association of French Language Universities.

### Honored by France

DR. WILLIAM O. NECHERBON, chairman of the biology department of Loyola College, Baltimore, has been honored by the Pasteur Institute in France and awarded the Memorial Medallion.

### Awarded Italian Culture Medal

SISTER MARIA MICHELE, O.P., was awarded a medal for promoting cultural relations between the United States and Italy, by the Italian Minister of Foreign Affairs. She is a professor at Rosary College, River Forest, Ill.

### Mother General

The Sisters of the Immaculate Heart of Mary have elected MOTHER MARIE DE STE. HELENE as their superior general. She heads 1500 Sisters in Canada, the U. S., and Africa. They are popularly known as the Sisters of the Good Shepherd.

### Assistant to Superior General

BROTHER CHARLES HENRY, F.S.C., is now assistant to the superior general for the American provinces of the Brothers of the Christian Schools. He has been provincial superior of the Long Island—New England Province. He replaces Brother Eliphus Victor, F.S.C., who has retired from the position of assistant superior general because of ill health.

### F.S.C. Provincial

BROTHER ANTHONY JOSEPH, F.S.C., is the new provincial for the Long Island—New England Province of the Brothers of the Christian Schools. He is a graduate of the Catholic University of America and has graduate degrees in history and educational administration from Manhattan College and the University of Detroit.

(Concluded on page 52)

CATHOLIC SCHOOL JOURNAL

"What we first learn,  
we best ken."



[Scottish Proverb]



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Today's best jobs demand Electric experience. And you can prepare your students better to meet this demand by starting them with Royal Electrics.

Royal's Electrics help your students get better results from the very beginning . . . help them advance faster.

The Royal Electric has more "fast learning" features than any other typewriter: Magic® Margin, Exclusive Touch Control® that simplifies the transfer from Manual to Electric, Carbon Ribbon-

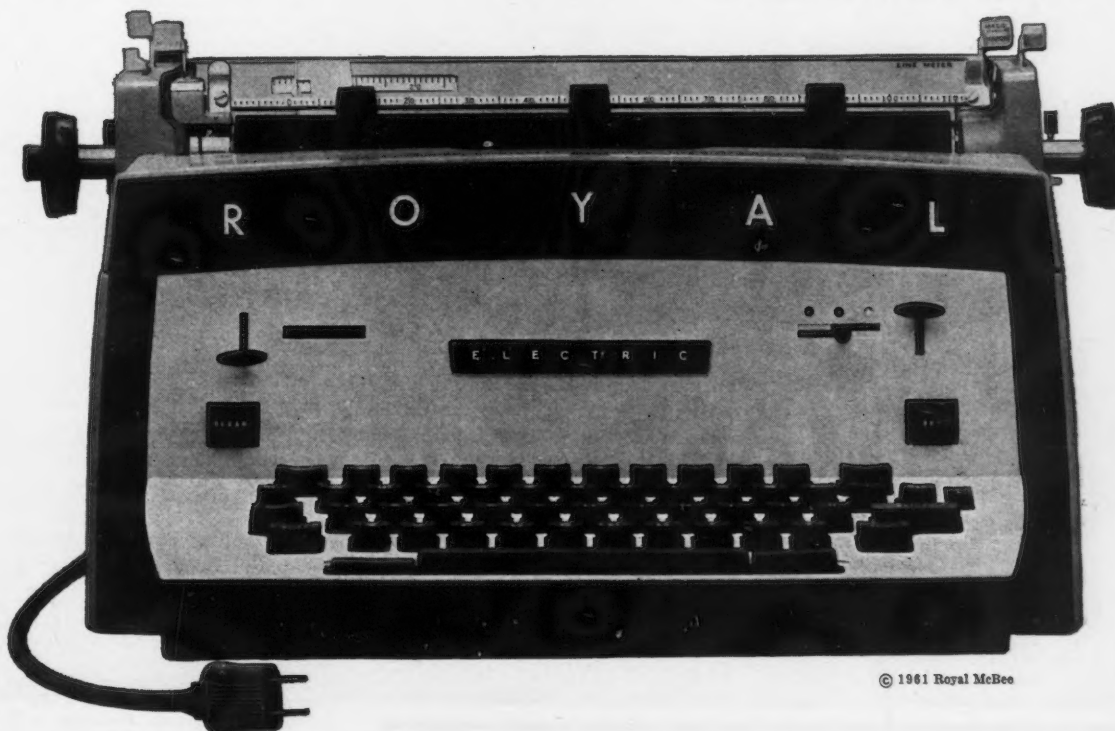
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SPECIALISTS IN BUSINESS MACHINES



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## NEWS

(Concluded from page 50)

### DIOCESAN EDUCATIONAL ACTIVITIES

#### Remedial Reading Program

The St. James Parish Council, of the Diocesan Council of Catholic Women, Kenton County Deanery, at Ludlow, Ky., Diocese of Covington, received from *Better Homes and Gardens* magazine a 1960-61 certificate of achievement for its remedial reading program for elementary students.

The council conducted a remedial reading program for the parish school. Of 54 pupils who participated, it was reported that 51 increased their reading ability and 10 per cent read above their grade level.

#### Junior Discovery Program

A Junior Discovery Program, now in its second year, is being conducted by the office of education of the Archdiocese of Milwaukee. Enrolled in the program are 445 gifted children from the eighth grade of 102 schools. They meet in small groups at 37 centers, every other Saturday, under supervision of their leaders, to discuss a book that they have received at their previous meeting.

The whole program is directed by Dr. George E. Vander Beke, professor of education emeritus of Marquette University.

Last year the Junior Discovery Program received a Certificate of Award for its reading program from the Action in Education Awards Program, sponsored by *Better Homes and Gardens* in co-operation with the NEA and the National School Boards Association.

The first two years of the Program were made possible by a grant from a local foundation.

#### New Seminary

The Fargo diocese plans to open its first seminary, at Fargo, N. Dak., tentatively named St. Pius X Minor Seminary, for the 1962-63 school year.

### RELIGIOUS ORDERS

#### New Community

The Little Sisters of the Poor at New Haven, Conn., are participating in the organization of the Oblates of the Little Sisters of the Poor, a new religious community. The Oblates live in community in the Little Sisters' homes for the aged, do substantially the same work, help in caring for the aged, but take solemn promises for one year instead of vows.

### CONTESTS

#### Science Talent Search

Preliminary examinations for the Twenty-first Annual Science Talent Search for the Westinghouse Science Scholarships and Awards will be conducted in high schools on or soon after December 1, 1961. The returns must be at the office of Science Clubs of America by midnight of Wednesday, December 27, 1961.


Top awards include 40 all-expense-paid trips to Washington, D. C., for the Science Talent Institute in March, 1962, and shares in the distribution of \$34,250 in Westinghouse Science Scholarships and Awards. In addition to the list of students receiving Westinghouse financial awards, an Honors list is published. Many on this Honors list will receive awards from state and other sources of scholarship awards.

Principals of high schools or teachers of science may request examinations for their top science students. When you read this announcement, examinations will be already in progress—Hence, if you have not requested them, you must act immediately. Write to Science Clubs of America, 1719 N. Street N.W., Washington 6, D. C. State your name; your position in the school; the name and address of the school; and the number of outstanding seniors to whom you wish to give the examination. To get the examinations by air mail, send 20 cents for each two examinations you request. So that you and your students can comply with other requirements ask for a copy of *How You Can Search for Science Talent*.



#### Kodak High School Photo Awards

January 1 through March 31 is the period for entering the 1962 Kodak High School Photo Awards contest for all high school students. Pictures made since April 1, 1961, are eligible. There will be 293 awards totaling \$12,000.

Tips on taking pictures and entering the contest are available free from Kodak High School Photo Awards, Rochester 4, N. Y.



## MONROE FOLDING TABLES

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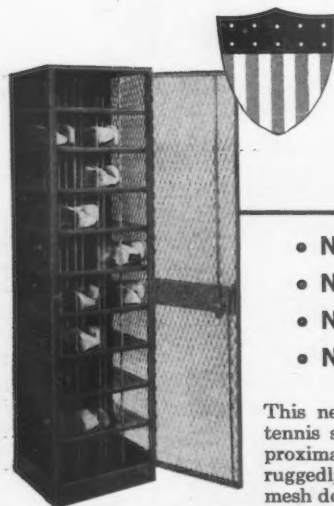
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## Evaluation of AV Aids

(Continued from page 27)

viewer to the beautiful beaches, the plant life, the mountains, and the sub-tropical rain forest on El Yunque mountain. The film traces the history of the island from its Spanish heritage to its present commonwealth association with the U. S. and pictures its representative form of government. Contrast between old San Juan and the situation today shows rapid developments including a large shopping center like those in our own neighborhoods.

The persons who evaluated this film had visited Puerto Rico rather recently, and they indicated that this film fails to give a representative picture of the island. Not all families are as well off as the Pineros. There is still much poverty on the island, and not all slums have been replaced by new government housing projects. However, despite the omissions and a somewhat choppy coverage of the topic, this is a delightful film on an important Caribbean outpost.

LANDERS ASSOCIATES

4930 Coliseum St.  
Los Angeles 16, Calif.

## Foreign Language Audio-Visual Guide

A descriptive source guide to more than 2000 language films, filmstrips, recordings, and tapes in 12 languages: Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, and Spanish. In this 1961 guide which is to be revised annually, each language is indexed to describe content, purpose, and grade level it represents. The descriptive material is divided into grammar and vocabulary, conversational and cultural enrichment. Regular price, \$9.50; for a limited time, \$7.50.

## VISUAL INSTRUCTION BUREAU

Univ. of Texas  
Austin 12, Tex.

The following illustrated booklets offer many practical suggestions for effective uses of various audio-visual aids. They offer valuable ideas, sources, background information, and describe strengths and weaknesses of the various media. Titles are: *Using Felt Boards*, \$1; *Lettering Techniques*, \$1; *Models in Teaching*, \$1; *Production of 2 x 2-Inch Slides*, \$2; *The Tape Recorder*, \$2; *Educational Displays and Exhibits*, \$2; *The Opaque Projector*, \$2; and *Better Bulletin Boards*, \$2.

(Concluded on page 55)

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## Evaluation of AV Aids

(Concluded from page 54)

### NATIONAL COUNCIL OF TEACHERS OF ENGLISH

508 S. 6th St.  
Champaign, Ill.

#### Studies in the Mass Media

An excellent series of guides to outstanding films and other mass media presentations. One recent title, for example, dealt with the Hallmark TV special, *Macbeth* which by popular demand was repeated this fall on TV. These guides greatly assist students to extract maximum value from the viewing of some of the outstanding films and TV programs. Appearing monthly, subscriptions cost \$2 per year.

#### STANLEY BOWMAR CO.

Valhalla, N. Y.

#### The 16mm. Projector

A color filmstrip made by National Film Board of Canada, for the express purpose of training a teacher or student to operate a 16mm. sound motion picture projector. Necessary information about reproduction of picture and sound is shown by clear-cut diagrams. Similarly, diagrams explain the steps in threading the projector and running the film as well as what to do before and after.

#### EDUCATIONAL MEETINGS

##### Servite Educational Conference

The Servants of Mary Sisters conducted a conference on the Role of the Catholic Elementary School Principal, at Our Lady of Sorrows Convent in Omaha, Nebraska, on October 7, 1961. Principals and other key personnel from Nebraska, Iowa, Colorado, Michigan, Illinois, and New York attended.

Dr. Ella Callista Clark, co-ordinator of elementary education at Marquette University and adviser on audio-visual aids for the CATHOLIC SCHOOL JOURNAL, gave the keynote address and conducted the discussion periods.

Other features were a discussion of foreign languages in the elementary curriculum by Sister Margaret Mary, O.S.M., instructor of Spanish at Servite College, Omaha, and a demonstration of effective teaching aids by Sister M. Cecilia, O.S.M., principal of Holy Name Grade School, Omaha.

##### Inter-American Congress on Christian Doctrine

Amleto Cardinal Cicognani, former Apostolic Delegate to the U. S., was the papal legate to the fourth Inter-American Congress on Christian Doctrine held in Dallas, Tex., November 23 through December 1. The meeting in Dallas was also the 11th national congress of the CCD.



### Your class sees ALL the screen image ... with AO's NEW Low-Silhouette Overhead Projector!

AO's new Low-Silhouette Overhead Delineascope offers you new teaching efficiency. Your class can look *over* the low-positioned projection head for a full, unobstructed view of the screen image. They see the entire picture ... get the complete message. Ideal where elevated screen is not convenient. This new model AO Delineascope is trim and compact yet has a full 10" x 10" aperture ... handily outperforms any Overhead Projector in its class.

**30% BRIGHTER:** Superior all-glass optical system and 1000-watt bulb delivers an amazing 2400 lumens on the screen ... over 30% more than similarly-priced overhead projectors. Screen image is sharp from corner to corner and edge to edge.

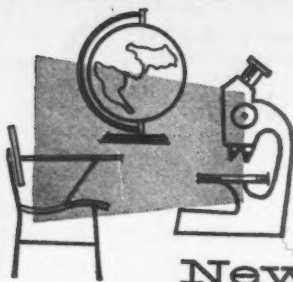
**COOLER AND QUIETER:** No need for lumens-robbing Heat Absorbing Glass. Quiet, efficient cooling system keeps housing cool to your touch ... protects your valuable transparencies from scorching or buckling.

**SELECTIVE ROLL TENSION:** You set a simple lock-screw to adjust acetate or cellophane roll tension ... exclusive with AO Overhead Delineascopes. Roll remains taut ... exposed writing surface will not wrinkle from pressure of marking pencil.

Send for complete information about American Optical's complete line of Overhead Projectors, including the new Low-Silhouette model.

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	Name _____
Address _____	
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IN CANADA write—American Optical Company Canada Ltd., Box 40, Terminal A, Toronto, Ontario



## New Supplies

### READING IMPROVEMENT MACHINE

Craig Research, Inc., Los Angeles, Calif., has developed the Craig Reader, an automatic, pre-programmed reading improvement machine. With the use of the reader and the accompanying course material, reading speed will be at least doubled and comprehension will be greatly improved, according to the manufacturer. A variable



#### Reading Speed Is Doubled

electronic speed adjustment in the machine makes possible a reading range adjustment from 100 to 1000 words per minute. The complete 20-hour course material consists of 55 slides of 12 frames each, which are automatically fed into the reader at a selected speed. Durably constructed with high impact styrene plastic case, the portable reader weighs only 15 lb. It is designed for use by individuals or by two or three students who test at the same reading level. Send for complete details.

(For Further Details Circle Index Code 0266)

### AUTOSCORE TEACHING AID

The Autoscore teaching aid is designed for independent student drill on memorized facts, rather than for the introduction of new materials to a class. The machine operates with a program card containing 10 questions with as many as five multiple-choice answers. A light goes on beside the first question. If student marks the correct answer with an electric stylus, the light moves to the next question. If answer is incorrect, the error is counted and light stays on until correct answer is given. A built-in timer and error counter tells how long it took to complete the exercise and how many errors were made. Graded programs are available on arithmetic facts, human anatomy, and spermatophytes (flowering plants) while others are being classroom tested. Send for full details from Astra Corp., New London, Conn.

(For Further Details Circle Index Code 0267)

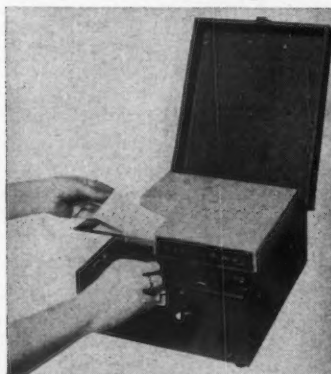
### CARD TYPE TEACHING MACHINE

The Visitor Card Model 200, a visual teaching machine, has been developed by Hamilton Research Associates, Inc., New Hartford, N. Y. In limited production, this model has been tested in more than 60 educational and industrial locations. The machine displays questions and correct answers on 4 by 6 inch cards synchronized with an 8½ by 11 inch answer sheet. Actuated by a lever, it presents new questions, then exposes the correct response while indexing the student's answer under a Flexiglas window so that he may compare but may not alter his initial response. Corrections can be made in a slot next to his initial response. The cartridge holds a 40 card lesson, and can be reversed so that 80 frames can be shown on one set of cards. The company points out that program cards and answer sheets can be written by the teacher and duplicated on school office machines for use several times. Write for complete details.

(For Further Details Circle Index Code 0268)

### AUTOMATIC GRADING MACHINE

The Grade-O-Mat, the first portable automatic testscoring machine has been introduced by the Burgess Cellulose Co., Freeport, Ill. Grade-O-Mat figures scores



#### For all written tests

on standard, manually-punched answer cards. This machine uses standard IBM port-a-punch cards for all multiple choice, true-false, teacher written tests. It is possible to score as many as 90 to 200 teacher written tests in one hour, depending on the number of answer choices offered. The machine is adaptable to all levels of teaching from fifth grade through college. After scoring, cards are available for further research and study via electronic data processing. Write for complete information.

(For Further Details Circle Index Code 0269)

### MEMORY TRAINING MACHINE

The MemoTutor is the first high-speed machine to enable persons to memorize factual information efficiently, according to the manufacturers, U. S. Industries, Inc., New York 17, N. Y. The student presses a keyboard to drill on uncertain items and to skip over those points easily memorized. Basic sets of information, such as multiplication tables, Morse code, etc., are available from the company, but the teacher can also transcribe his own programs by



#### Teacher Can Prepare Material

using a special paper ruled for typewriter spacing. The machine could be used for such drill as mathematic tables, science formulas and definitions, history dates, rules of grammar, etc. The company also produces a companion machine, the AutoTutor for information that can be presented logically or deductively.

(For Further Details Circle Index Code 0270)

### LOW-COST TEACHING MACHINE

Concept-O-Graph Kog-7, teaching machine, uses all Skinner Type program material. The teacher may design her own program on 8½ by 11 in. sheets. According to the manufacturer, Concept-O-Graph Corp., Rochester 3, N. Y., the 4 by 8 in. viewing area is the largest of any teaching machine. Program sheets are automatically fed and restacked by this unit. Reuse of all program material is made possible by a detachable response unit which accepts paper tape up to 3½ inches wide. Reasonably priced, this machine weighs 2½ lb. and is constructed of polystyrene. Write for details.

(For Further Details Circle Index Code 0271)

### THEY'RE WRITING MANUALS

What are believed to be the first teachers' manuals for use with programmed instructional materials are being prepared by a team of 36 high school math teachers from Virginia. The manuals cover courses in first and second year algebra, plane geometry, trigonometry, and modern algebra for use with the TEMAC programmed learning materials developed by Encyclopaedia Britannica Films. Based on these teachers' experience with this system, the manuals will contain suggestions for teaching, enrichment, and sample tests for students who work at different rates.

(For Further Details Circle Index Code 0272)

**CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION**

# New Heyer Conqueror Paper Folder... lets you do two things at once!

Don't confuse this with any folding machine you've ever seen, because this one is different... it runs itself! At the touch of a lever, the new Heyer Conqueror Paper Folder *automatically* feeds, folds, counts and stacks 110 sheets a minute and stops when the last sheet is fed.

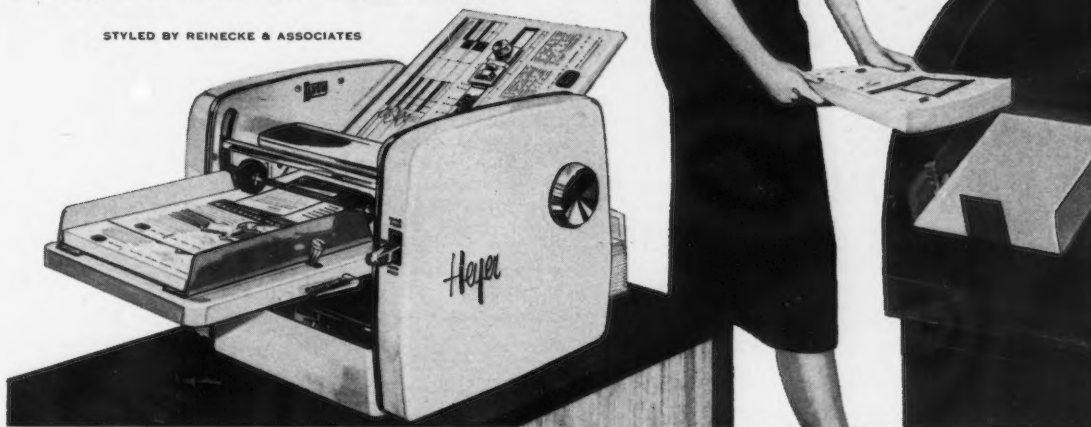
You can leave this fine production machine unattended while it automatically folds printed pieces as they come from your duplicator or offset press! This means getting your mailings out immediately, without the costly, time-consuming operation of hand-folding.

Now you can fold letters, invoices, statements, *even multiples of 6 or 8 sheets stapled together*, quickly, effortlessly on the new Heyer Conqueror Folder.

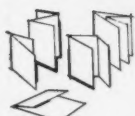
No question about it... this machine will quickly pay for itself!

Ask for information about a **ONE WEEK FREE TRIAL** of the new Conqueror Paper Folder—no obligation. A hand-operated model is available for shorter, occasional runs. And, most interesting of all, prices of Conqueror Folders are much lower than you'd expect.

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grasp paper at outer edges—do not smudge printed area.



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for fast clearance of paper jams, should they occur.



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highly visible re-set counter shows accurately how many sheets have been folded.



**Belt delivery to a perfect stack...**  
conveyor belt deposits folded sheets in neat stack in adjustable receiver. Turns off automatically when last sheet is fed.



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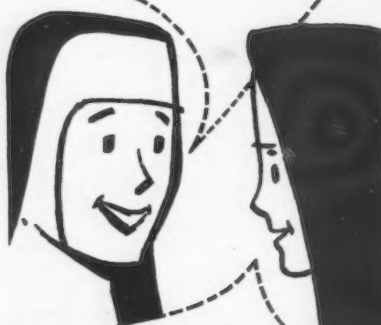
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#### PORTABLE FUME HOOD

Flexihood, a portable lecture-demonstration fume hood has been completely redesigned by the Kewaunee Technical Furniture Co., Statesville, N. C. Increased over-all size and interior height allow additional room for experiments; sloping safety glass panels provide better observa-



**Has Sliding Glass Panel**

tion for students. The hood is stainless steel with a baked finish. The understructure comes in hardwood or steel mounted on 4-in. swivel casters. Equipment includes: fluorescent light, power pack and blower enclosure, waste receptors, gas hose connector, and a 42-in. length of two-in. diameter flexible vinyl ductwork. The blower can move 50 lineal ft. per min. of air through the open panel.

(For Further Details Circle Index Code 0273)

#### LABORATORY BOOTHS

Increased working space, new color schemes and greater layout planning flexibility are offered by the "Monitor 58" series of language laboratory booths by



**Laminated plastic dividers**

Electronic Teaching Laboratories, Washington 16, D. C. Panel dividers are of high-pressure laminated plastic in copertone shade, with working surfaces in white plastic, and rounded panel edges finished in black. Acoustic panels are 1-in. Fiberglas covered in blue perforated steel. Steel legs have self-adjusting feet. Student recording units can be dash- or flat-mounted. The booth is available in stand-ard 1, 2, or 3 position units.

(For Further Details Circle Index Code 0274)

Supplying a  
**NEW DIMENSION**  
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Communications Systems  
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To be used by the  
instructor with or  
without television

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CUTS MAINTENANCE  
COSTS IN HALF!



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- 2 UNLOCK IT...IT ZIPS OFF  
4 TIMES FASTER

**SCRUB IT** all you want, because regular floor cleaners will remove only the dirt . . . not the finish. Simoniz Lock & Key keeps on shining—never needs buffing.

**RECOAT IT** whenever you want *without stripping*. It will not yellow, discolor or powder. Shine gets even better—protection lasts longer—with every coat.

**LONGER-LASTING** . . . provides protection and beauty longer than any product ever could before. Most durable, most easy-to-maintain floor finish ever formulated.

**EASY TO REMOVE.** Zips off in minutes with special Simoniz Lock & Key Remover when you want to strip it. Just mop the floor—no scrubbing machine needed—comes off 4 times faster than old-fashioned stripping methods.

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*Great new chemical discovery  
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Simoniz Company (Commercial Products Division—Dept. CJ-12)  
2100 Indiana Avenue, Chicago 16, Illinois

Yes, I want to cut my floor maintenance time and costs. Without obligating me, give me the name of your nearest distributor and:

- ☐ Have him see me
- ☐ Arrange a demonstration of Simoniz Lock & Key
- ☐ Supply me with test materials

Name \_\_\_\_\_ Title \_\_\_\_\_

Firm Name \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

## CARPETING IN CLASSROOMS

Wall-to-wall carpeting may soon become a permanent part of the modern classroom, according to the Roxbury Carpet Co., New



Quieter and Warmer Classrooms

York 16, N. Y. The firm has set up three test installations in Framingham, Mass., elementary, junior, and senior high schools. Recent floor covering studies by the American Carpet Institute show that maintenance costs were lower for carpeted floors since they require less cleaning. Teachers, and students, too, preferred the quieter, "warmer," and less "institutional" feeling of carpeted floors.

(For Further Details Circle Index Code 0275)

## BATTERY-OPERATED CANDLES

A sturdy, white plastic candle with prism cut plastic, translucent flame is available from Louis J. Lindner, New York 17, N. Y. Strayline's Safety Candle operates on the

same principle as a flashlight. It eliminates fire hazard and is completely safe for children. These candles come in 8- or 12-inch sizes and operate on two Type C standard flashlight batteries. Each candle comes with colored filter inserts which can change the color of the flame light. Send for prices.

(For Further Details Circle Index Code 0276)

## PORTABLE TAPE RECORDER

The 500 Series transistorized portable Ekotape recorder weighs only 22 lb., according to the Webster Electric Co., Racine, Wis. Tube type amplifiers have been replaced by transistorized plug-in amplifiers. The recorder is a 1/2 track monaural recorder and records in either of two



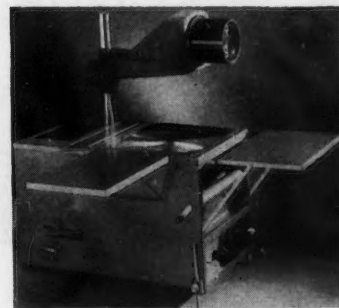
Transistorized Amplifiers

standard speeds, 3 3/4 or 7 1/2. The new Ekotape has combined all the features of the former 300 Series and added many new features, such as a third head for monitoring before and during recording, and a recessed pocket for the microphone, and separate volume controls for recording and playback. Write for details.

(For Further Details Circle Index Code 0277)

## OVERHEAD PROJECTOR

The low silhouette overhead Delineascope is a new overhead projector from the Instrument Division of Optical Co., Buffalo 15, N. Y. A low-positioned projector head eliminates screen obstruction. The operator



Low Silhouette

can face the audience at all times. Its 1000 watt light source, projects a full 2300 lumens to the screen. It also features fast focusing adjustment, a quiet cooling system, and extra work surface on two fold-out shelves. Send for a color brochure.

(For Further Details Circle Index Code 0278)

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### Projection Optics Co., Inc.

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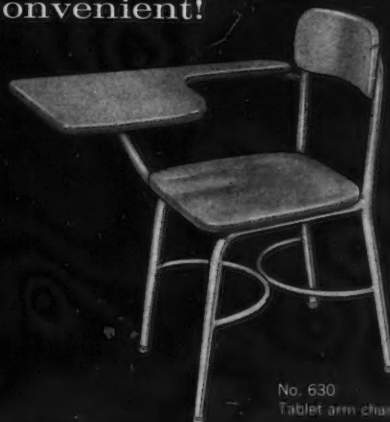
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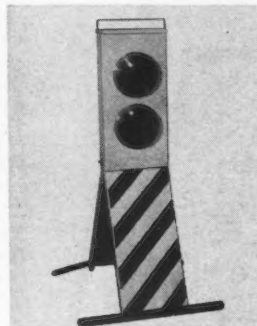
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#### SCHOOL CROSSING BEACON

Blink-N-Beacon transistorized warning flasher lights come in a portable vertical safety barricade. Made by the Electronics division of Barler, Inc., Goshen, Ind., the unit operates on any standard 6-volt dry cell battery, with a minimum battery life



Portable Barricade

of 1500 hours. The flasher can be seen at least a half-mile in either direction under poor weather conditions, and farther under normal conditions. Flashing rate is 50 to 60 times per minute or as prescribed by traffic authorities. The weatherproof lamp uses an inexpensive bulb and comes with a choice of red or amber heavy plastic lenses.

(For Further Details Circle Index Code 0279)

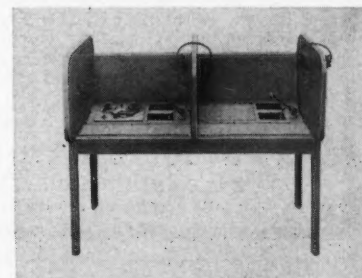
#### SPEECH CORRECTION RECORDS

Four new speech correction records, employing both sight and sound method, are available from Speech Correction Record Series, Miami 38, Fla. The child can help himself to correct speech with a minimum of adult supervision. The equivalent of numerous lessons, the records have been prepared by an experienced speech therapist. Record 1 is "Correcting the Lisp" (45 rpm.); record 2 is "R Therapy," and records 3 and 4 "Therapy for Stuttering" (all 78 rpm.). Price is \$3.98 each; or set of four, \$15.

(For Further Details Circle Index Code 0280)

#### NEW STUDENT BOOTH

A new student booth for its Medallion Language Laboratory System has been manufactured by Dukane Corp., St. Charles, Ill. The new design permits more booths per row and more rows per classroom. It also places controls within easy reach and sight of student operators. The



Available in Two Styles

new booths are available in two position styles. These units can be joined together in odd or even numbered rows according to classroom dimensional requirements. All booths feature a new, multi-position microphone and headsets. Write for complete details.

(For Further Details Circle Index Code 0281)

#### PORCELAIN CHALKBOARDS

The Benjamin Porcelain Enameling Division of Thomas Industries, Inc., Louisville, Ky., makers of commercial lighting fixtures, has introduced a new lightweight porcelain enamel chalkboard. Guaranteed for the life of the building, the chalkboards are said to have greater scratch resistance and easier erasing qualities. A suede-like surface eliminates ghosting and chalk traps. The boards come in a variety of backing materials including foil backed Masonite, aluminum backed plywood, and Insulite. Sizes range from 36 to 48 in. high, in lengths up to 144 in. The acid resistant boards are available in pacific blue, charcoal gray, fawn tan, and medium and dark green.

(For Further Details Circle Index Code 0282)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



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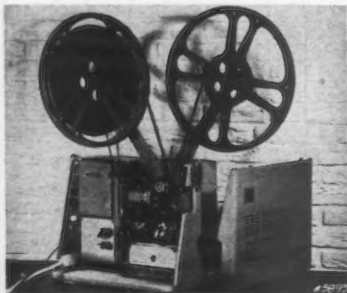
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## CATALOGS AND BULLETINS

A new Educational Order Book of science and mathematics teaching apparatus is available without charge from **Central Scientific Co.**, Chicago, Ill., a division of Cenco Instrument Corp. The 200-page catalog lists many new educational products.

(For Further Details Circle Index Code 0283)

The "Fall 1961 Catalog of Atlases, Maps and Globes" is available from **C. S. Hammond & Co.**, Maplewood, N. J. All atlases are revised to include official 1960 census figures.

(For Further Details Circle Index Code 0284)

Two 1961-62 catalogs on audio-visual aids are offered by the **McGraw-Hill Book Co., Inc.** McGraw-Hill Filmstrips is a reference of more than 1550 filmstrips made especially for use in schools and colleges. McGraw-Hill Text-Films is a list of educational films to be used with textbooks.

(For Further Details Circle Index Code 0285)

As a special service to educators, **Charles E. Merrill, Inc.**, Columbus, Ohio, will supply copies of its *Education Today* bulletins without charge to interested teachers. There are eight bulletins in all, each dealing with a vital phase of the reading, literature, phonics, or arithmetic program in the elementary school.

(For Further Details Circle Index Code 0286)

This year, the 1961-62 Seal-O-San Basketball Coaches Digest features defense tactics. Coaches and school officials may request a free copy of the 64-page annual booklet by writing on a school letterhead to **Huntington Laboratories, Inc.**, Huntington, Ind. All others are asked to enclose \$1.

(For Further Details Circle Index Code 0287)

Tempo Pink stencils are illustrated in color in the 1961-62 Tempo Products catalog No. 4113, issued by **Milo Harding Co.**, Monterey Park, Calif. Also described in this catalog are nearly 400 duplicator products, including a choice of more than 100 stencils for every duplicator and purpose.

(For Further Details Circle Index Code 0288)

**CORRESPONDING CODE INDEX NUMBERS  
TO BE ENCIRCLED CAN BE FOUND ON THE  
CARDS IN THE READER'S SERVICE SECTION**

## MANUFACTURER'S NEWS

**Crowell-Collier Publishing Co.**, New York City, has expanded its service to schools and libraries by setting up a special Library and Educational division to handle the sales of Collier's *Encyclopedia* and such basic reference works as the *Harvard Classics*, as well as offerings of **The Macmillan Co.**, and **Free Press of Glencoe, Ill.**

**Carousel Films, Inc.**, New York City, has been licensed by **CBS Films, Inc.**, to distribute to schools, churches, and non-commercial groups two 16mm. films of special interest at Christmas time. The films are: **Charles Dickens' "A Christmas Carol,"** as presented on the CBS Television Network's "Shower of Stars" series; and **"The Juggler of Our Lady,"** an animated Terrytoon film that won a prize at the 1958 Locarno Film Festival.

# FINAL REMINDER

The proper implementation of the **NACO Physical Education Program** requires that it be instituted no later than January 1, 1962. Thus the month of December yet remains during which you can inaugurate this program in your school.

The **NACO Program** has been approved and commended by **The National Catholic Education Association** and **President Kennedy's Council on Youth Fitness**.

It is the only program of its kind available to Catholic schools.

The **NACO PHYSICAL EDUCATION PROGRAM:**

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**The National Council on Physical Education (NACO)**

**Seton Hall University**  
**South Orange, N. J.**

Attn: Dr. Victor J. Di Filippo

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